DOCUMENT RESUME

ED 099 667 CE 002 778

AUTHOR	Joiner, Lee M.
TITLE	Project Evolve User-Adopter Manual.
INSTITUTION	Higginsville State School and Hospital, Mo.
PUB DATE	Apr 74
NOTE	110p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Adjustment (to Environment); Administrator Guides; *Adult Basic Education; Basic Skills; Behavior Change; Daily Living Skills; Individualized Instruction; Job Training; *Mentally Handicapped; On the Job Training; *Residential Care; Residential Schools; Simulation; Social Adjustment; Vocational Adjustment; Vocational Rehabilitation; *Young Adults
IDENTIFIERS	*Project Evolve

ABSTRACT

An adult basic education (ABE) program for mentally retarded young adults between the ages of 14 and 26 years, Project Evolve can provide education agencies for educationally handicapped children with detailed information concerning an innovative program. The manual format was developed through interviews with professional educators concerning the question: "What would you need to know about a project before you could make a decision to adopt it in whole or in part?" Project Evolve serves only those individuals having the greatest potential for success in the community. A maximum of 60 students are enrolled in the program at any one time, with a single co-educational cottage housing all 60 ABE students. As preparation for community living, the program provides simulated home living in the cottage and on-the-job vocational training. Instruction is individualized and students' behavior is managed with accepted principles of behavior modification. Progressive program stages include: basic reading skills, time and money, on-campus social/vocational adjustment training, on-campus vocational training, and off-campus vocational and living program. Staff includes both professional and paraprofessional members. The Higginsville Behavioral Scale is used to assess behavior skills of students before entering and during the program. One-half of the document consists of appendixes. (EA)

ED 099667

USER - ADOPTER MANUAL

Project Evolve

Higginsville State School and Hospital

Higginsville, Missouri

Jo Ann Miller, Director

1974

CE 002 778

Produced by:

Lee M. Joiner, Ph.D.
Professor of Special Education
Southern Illinois University

CONTENTS

		Page
Preface		vii
Section I - Project Overview		1
1.	Major Project Activity Descriptors	1
2.	Objective Descriptors	1
3.	Brief Project Description	2
4.	Planned Outcomes	2
5.	Modifications in Original Planned Outcomes and Activities of Project Design	3
7.	Ethnic Distribution of Project Students	4
8.	Number of Students Served by Level	5
9.	Non-Standard English Speaking and Migrant Students	5
10.	Students in Institutions for the Neglected or Delinquent	5
11.	Eligible Students by Handicapping Condition	5
12.	Evaluating Agency and Services	5
13.	Evaluation Design Components	6
14.	Planned Outcomes - Most Difficult to Obtain	6
15.	Planned Outcomes - Least Difficult to Obtain	6
16.	"Hard Data" Used in Evaluating Outcomes	6
17.	Funding Pattern	7
18.	Techniques Adopted by Regular School Program	7
19.	Planning Activities	7
20.	Parallel Programs in Service Area Involving Different Students	7

CONTENTS (continued)

		Page
21.	Staffing Patterns	7
22.	In-Service Training of Staff	8
23.	State Education Department Staff Visitations	8
24.	Non-Public School Involvement	8
25.	Project Highlights	8
26.	Director's Recommendations for Improving Project	8
27.	Special Staff Skills Needed for Implementing Project on Other Sites	9
Section II - Management and Organization		10
1.	Organizational Chart	10
2.	Job Descriptions and Occupational Responsibilities	11
3.	Staff In-Put into Administrative Decision Making	13
4.	Standing Committees and Functions	14
5.	Policy Manuals and Program Reference Materials	14
6.	Staff Meetings	14
7.	Production Incentives for Teachers	14
8.	Procedure for Staff Dismissal	14
9.	Administrative Time Spent with Instructional Programs	15
10.	Supervision and Feedback Procedures for Teachers	15
11.	Role of Building Principal	15
12.	Ratio of Management to Instructional Staff Costs	15
13.	Average Per Pupil Cost	15
14.	Teacher Involvement in Program Planning	15
15.	Project Budget	16
16.	Reports Required of Teachers	19

BEST COPY AVAILABLE

CONTENTS (continued)

		Page
17.	Frequency of Project Visitations	19
18.	Awareness of Lines of Authority	19
19.	Formality of Suggestions of Supervisors	20
20.	Demonstration Teaching and Curriculum Planning	20
21.	Target Population	20
22.	Formal Screening and Intake Procedures	20
23.	Treatment Recommendations by Psychological Examiners	21
24.	Involvement of Sending and Receiving Teachers in Placement	21
25.	Parental Involvement in Placement Decision	21
26.	Medical Factors in Placement and Referral	21
Section III - Tutoring Techniques		
1.	Use of Peers as Tutors	22
2.	After School Tutoring Sessions	22
3.	Community Volunteers as Tutors	22
4.	Paid Paraprofessionals as Tutors	22
5.	Use of Parents in Instruction	22
6.	Self Instruction Materials Used	23
7.	Individual Instruction Time	23
8.	Tutoring Record Keeping	23
9.	Commercial Instructional Packages Used in Tutoring	24
10.	Areas of Tutoring	24
11.	Tutorial Setting	24
12.	Application of Reinforcement	24
13.	Length of Tutoring Sessions	24
14.	Short and Long Term Planning	24

CONTENTS (continued)

	Page
15. Supervision of Tutors	27
Section IV - Instructional Materials	28
1. Ordering Instructional Materials	28
2. Allocation of Materials	28
3. Inventory Control	28
4. Procedures for Informing Teachers About Materials	28
5. Demonstration of Instructional Materials	28
6. Per Pupil Cost of Instructional Materials	28
Section V - Monitoring Pupil Growth	30
1. Use of Standard Tests	30
2. Storage of Performance Data	30
3. Access of Parents and Students to Test Results	30
4. Case Conferences	30
5. Use of Performance Contracting	31
6. Formulation of Instructional Objectives	31
7. Diagnostic Instruments	31
8. Calculating Student Growth	31
9. Reporting System	31
10. Use of Systematic Behavior Modification	31
Section VI - In-Service Training	32
1. Responsibility for Planning In-Service Program	32
2. College Credit for Teacher Participation	32
3. Required Participation	32
4. Agencies and Institutions Involved in Training	32
5. Scheduling of Training Sessions	32

CONTENTS (continued)

	Page
6. Mode of Instruction	33
7. Evaluation of Training Sessions	33
8. Role of Teachers in Planning	33
9. Role of Commercial Material Suppliers	33
10. Community Involvement	33
11. Hours Per Year of In-Service Instruction	33
Section VII - Role of Outside Agencies	34
1. Agencies Involved in Day to Day Activities	34
2. Nature of Involvement	34
3. Record of Agency Contacts	34
4. Involvement in Case Conferences	34
5. Teacher Initiation of Agency Contacts	35
Section VIII - Dissemination	36
1. Dissemination Expenses	36
2. Dissemination Methods	36
3. Responsibility for Dissemination	36
4. Input Through Dissemination from Other Federally Supported Projects	36
5. Use of National Information Networks	36
6. Number of Visits from Outside Professionals	36

CONTENTS (continued)

	Page
APPENDIX A Evaluation Design - Technical Component	37
APPENDIX B Student Placements	40
APPENDIX C Summer In-Service Training Topics	43
APPENDIX D Illustration of Management System	44
APPENDIX E Psychological Evaluation	48
APPENDIX F Summary of Behavioral Scale	49
APPENDIX G Pass-Level System	80
APPENDIX H Purchase Request	85
APPENDIX I Software Purchases 1970-71	87
APPENDIX J Software Purchases 1971-72	89
APPENDIX K Software Purchases 1972-73	91

PREFACE

The purpose of this document is to provide education agencies who may be considering adopting new practices and methods of delivering services to children who are educationally handicapped with detailed information concerning an ongoing innovative service. One of the major problems relating to educational innovation has been that dissemination materials have lacked sufficient detail and scope to enable a prospective user to adopt all or some of the practices in use at other sites.

In order to facilitate comparison across projects, this manual is organized according to a format which is sufficiently comprehensive to answer most basic questions a professional would ask concerning the operation of a service. The format itself was developed through interviews with many professional educators concerning the question: "What would you need to know about a project before you could make a decision to adopt it in whole or in part?" Many of the background information and demographic questions are to be found in questionnaires developed by the New York State Division of Evaluation, their purpose being to provide an overview with information retrieval possibilities for a wide variety of programs which are monitored by the state.

Project Evolve is an adult basic education (ABE) program for mentally retarded young adults between the ages of 14 and 26 years. At any one time, a maximum of 60 students are enrolled in Evolve--420 is the total population in residence at the Higginsville State

School and Hospital. Because students are regularly placed in Missouri Communities for purposes of work and residence, the actual number of individuals served by Evolve each year is much larger than 60.

Project Evolve serves only those individuals who have the greatest potential for success in the community. To prepare students for community living, the program provides simulated home living in the cottage and on-the-job vocational training. Both professional and paraprofessional staff work with individuals in the cottage, classroom and pre-vocational training. A single co-educational cottage houses all 60 ABE students.

In each of these settings, instruction is individualized and the individuals' behavior is managed consistent with accepted principles of behavior modification. Participants progress through distinct areas of the program, beginning with instruction in basic educational skills of reading, time and money, and on-campus social and vocational adjustment training, on-campus vocational training and finally an off-campus vocational and living program. The ABE staff meets weekly to discuss and coordinate student programs and activities.

The classroom presently in operation in the ABE program is a modified Engineered Classroom originally designed by Dr. Frank M. Hewett. A modification and extension of the Nebraska Client Progress System, The Higginsville Behavioral Scale, is used by the staff to assess the behavior skills of ABE students before entering and during the program. Screening instruments used to initially identify students acceptable for the program are the Wide Range Achievement

Test, and the Vineland Social Maturity Scale. Other behavior modification systems used in both academic and cottage life are the token economy and pass-level systems. (See section on Tutoring for further details.)

The final goal of the ABE Program is realized when the student is successfully placed in the outside community. It is hoped that through this program many retarded young adults, once considered unproductive, can be fully participating members of our society.

Section I

PROJECT OVERVIEW

1. Major Project Activity Descriptors

    1.1 Adult Education

    1.2 Curriculum

        Survey or Needs Assessment
        Analysis
        Design
        Revision
        Implementation

    1.3 Field Trips, Subject Related

    1.4 Information Dissemination (This is a demonstration project)

    1.5 In-Service Education

    1.6 Operant Conditioning

        Token Economy
        Pass-Levels System

    1.7 Programmed Instruction

    1.8 Small Group Instruction

    1.9 Work Study

2. Project Objectives Descriptors

    2.1 Cognitive

        Achievement (Functional Academics; Occupational Skills)

    2.2 Affective

        Aspiration Level
        Emotional Stability
        Interest
        Self-Concept
        Self-Direction

    2.3 Psychomotor

        Performance (manual) Skills

BEST COPY AVAILABLE

MISSOURI'S REGIONAL CENTERS & THEIR SERVICE AREAS

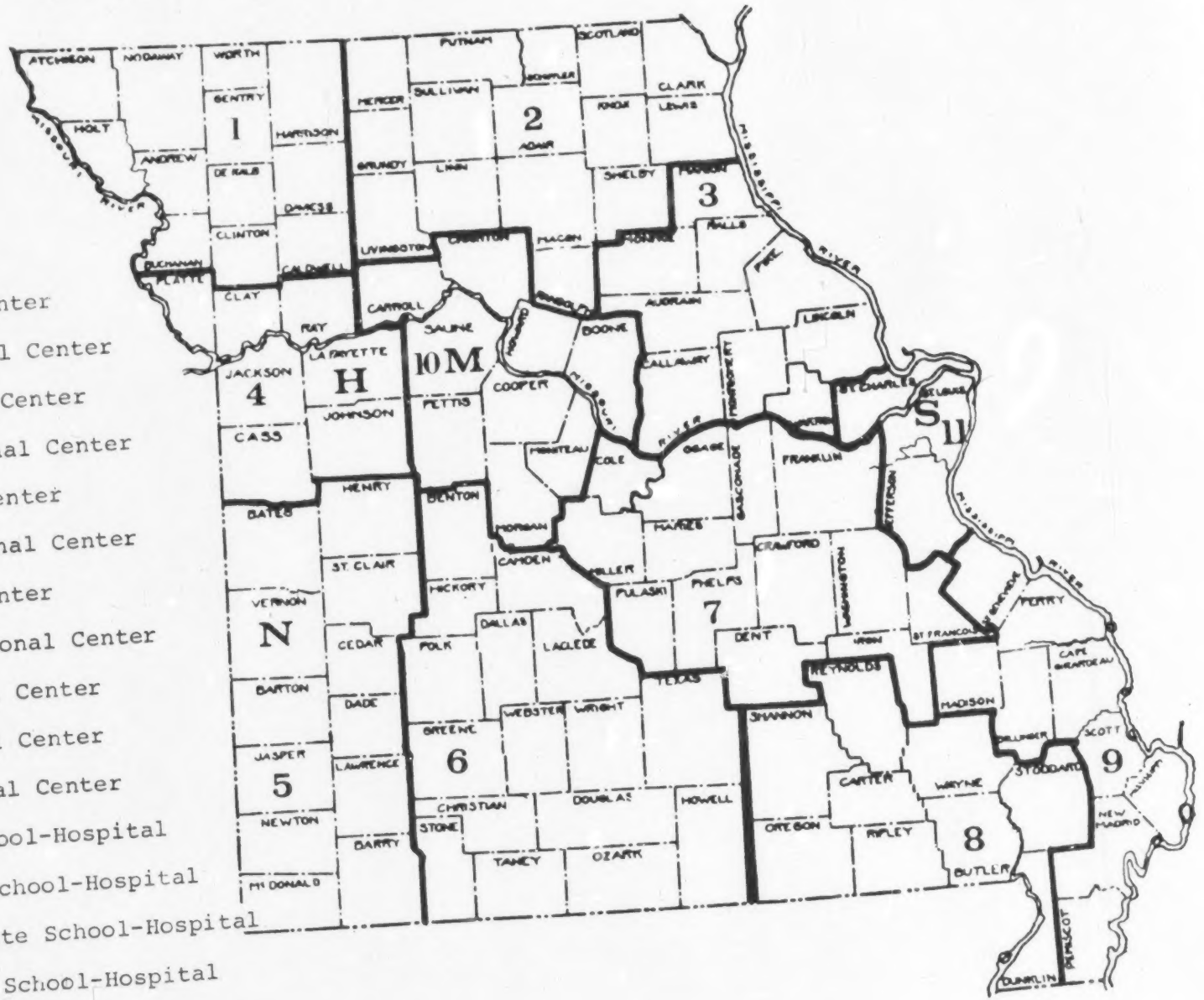
1. Albany Regional Center
2. Kirksville Regional Center
3. Hannibal Regional Center
4. Kansas City Regional Center
5. Joplin Regional Center
6. Springfield Regional Center
7. Rolla Regional Center
8. Poplar Bluff Regional Center
9. Sikeston Regional Center
10. Marshall Regional Center
11. St. Louis Regional Center

N. Nevada State School-Hospital

M. Marshall State School-Hospital

H. Higginsville State School-Hospital

S. St. Louis State School-Hospital



3. Brief Project Description

Project Evolve at Higginsville serves young, mentally retarded adults who possess the greatest potential to succeed in the community. It is on this basis that the program has been structured. There are four areas which the ABE program covers to prepare the student for community placement and living. They are academic, cottage living, home-living, and on-the-job training.

A modification and extension of the Nebraska Client Progress System, the Higginsville Behavioral Scale, used to assess the behavioral skills of the adult basic education (ABE) student, and a token economy system is used to help bring the student's performance to his highest level of functioning.

4. Planned Outcomes for Project

4.1 To design and conduct a workshop presentation to disseminate project information.

4.2 To plan and conduct training sessions on a state-wide and national basis for local and state adult basic eduction programs.

4.3 To develop criterion referenced tests to accompany previously and newly developed curriculum packages and prepare this material for state-wide and national dissemination.

4.4 To further develop and refine previously piloted curriculum packages and prepare such materials for state-wide and national dissemination.

4.5 To organize a National Advisory Council which in turn will select sites for replicating and field testing.

4.6 To contact selected institutions within the Missouri Division of Mental Health and offer consultation services relating to the replication of the project.

5. Modifications in Original Planned Outcomes

During the previous two years (1970-71, 1971-72) a related project which formed the basis for Project Evolve was funded by the United States Office of Education. That project was also an adult education project for the mentally retarded called Project Assimilation. On the basis of this earlier experience certain problems were detected. Project Evolve represents an attempt at dealing with these problems. Modifications that were built into Project Evolve were outlined in the program proposal and authorized by the United States Office of Education.

6. Modifications in Project Activities

Appropriate and effective adult basic education for the educationally disadvantaged has been virtually non-existent throughout the country for two primary reasons: (1) tradition has firmly established the tendency toward custodial treatment for such individuals, and (2) the erroneous, but persistent assumption that such individuals cannot benefit from basic education programs to the extent that they can successfully adjust to productive community life is widely accepted by the professional education community as well as the general public. Handicapped individuals represent a sizeable segment of the educationally disadvantaged population. Project Assimilation (a special Adult Basic Education project funded at Higginsville State School) was designed to develop and demonstrate effective basic education programming for retarded young adults. It was organized to develop the basic academic, social, and vocational skills considered necessary for successful integration of retarded young adults into non-institutionalized community settings.

Implementation of the project served to identify specific problems which were not evident at its inception:

I. It was found that evaluation instruments used in determining progress of ABE students had critical shortcomings.

   A. Existing standardized tests rarely, if ever, provided information necessary for meaningful curricular design or offerings.

   B. The tests did not provide accurate measurement of basic skills acquired.

II. The need to develop criterion referenced tests which assess specific aspects of the ABE project curriculum became evident. This type of testing would yield more valid information on:

   A. The impact of the project.

   B. The development of basic educational skills needed by young handicapped adults.

III. Individualized curricular packages developed in the project need to be further developed and refined through field testing.

IV. It soon became evident that the methods, techniques, and materials developed in Project Assimilation could be effectively used with other adult educationally disadvantaged individuals. Many adults being served by community-based programs possess similar needs and traits of the population served by Project Assimilation at Higginsville State School.

It should be pointed out that attempts have been made to develop effective programming aimed at dealing with the problems stated above. However, such attempts have been isolated and few in number. There is an urgent need to disseminate methods, techniques, and materials which have been developed for existing or potential programs across the country.

7. Ethnic Distribution of Project Clients (In Residence at Higginsville on October 15, 1973)

American Indian	0
Oriental	0
Black	11
Spanish Surnamed	0
Caucasion	49

8. Number of individuals (students) Served by Level

Service is provided for a maximum of 60 individuals in Evolve at any one time at the Higginsville State School and Hospital. All individuals are considered "adult" level. Over 92 students have been placed in community setting at the time of writing. (See Appendix B - Client Placements.)

9. Non-Standard English Speaking and Migrant individuals

None

10. Individuals in Institutions Served by Project

All individuals are initially institutional residents

11. Eligible Individuals by Handicapping Condition (Some students Manifest More than One Handicap)

Trainable Mentally Retarded	40
Educable Mentally Retarded	20
Speech Impaired (multiply handicapped)	5
Emotionally Disturbed (multiply handicapped)	20

12. Evaluating Agency and Services

Dr. Richard Weatherman, University of Minnesota, Minneapolis
Dr. Stanley Knox, University of Minnesota, St. Cloud
Dr. Lee Joiner, Southern Illinois University, Carbondale

National Advisory Council

Dr. Albert Campbell
Mr. Elvin Long
Dr. Charles Meisgierer
Dr. Ed Sontag
Dr. George Spear
Ms. Grace Warfield
Dr. Michael Wiejaczka

The evaluation team conducts site visits, helps prepare data collection procedures, provides data processing services, monitors activities relating to the attainment of program objectives, and prepares written statements. (See Appendix A for the design for the collection and analysis of empirical data.)

The National Advisory Council makes site visits; develops recommendations relating to regional needs in adult education; helps select field testing sites; helps provide improved information dissemination; and helps in selection and design of methods and materials.

13. Evaluation Design Components

Case Study
Professional Team Observation
Pre-Post Testing - Criterion Referenced

14. Planned Outcomes - Most Difficult to Attain

The project was designed to provide field testing of curriculum and assessment materials. In the brief span of one year, it is difficult to locate national sites, construct and distribute materials, consult regarding application problems, and develop information on the impact of the procedures being advocated.

15. Planned Outcomes - Least Difficult to Attain

Because a number of professionals are interested in the problem of adult education for the mentally retarded, it was easy to assemble a National Advisory Council. No prospective council member rejected a request for participation. Attendance at site conferences has been high.

16. "Hard Data" Used in Evaluating Outcomes

The Higginsville Behavioral Scale provides a set of objectives which are necessary components of successful independent living. Individuals are rated as to their attainment of specific behavioral objectives in the following categories: 1) Self-Management; 2) Communication; 3) Environmental Structuring; 4) Environmental Access; 5) Interpersonal Relations; 6) Employment Skills; 7) Coping Skills. The Peabody Individual Achievement Test is also used.

17. Funding

State of Missouri	$107,498
Title VI B (PL 91-230)	$134,676

(See Section II - Management, Part 15 for complete budget.)

18. Techniques Adopted by Regular School Program

Because one of the objectives of the project is to organize a workshop which will disseminate curriculum and assessment procedures among public school teachers (both special and general education) it is anticipated that some adoption will occur. At the time of the writing of this document, this workshop had not been conducted.

19. Planning Activities

Subsequent to funding, U.S.O.E. personnel assisted in compiling a list of groups which it was felt would be interested in the conduct of the project. These included:

Metropolitan School Districts
Universities and Colleges
National Association for Retarded Children
Missouri Adult Basic Education Section
National Division of Vocational Rehabilitation
National Adult Basic Education Division

The National Advisory Council, which has a direct role in planning and monitoring activities is composed of professionals representing the following organizations:

Kansas State University
Missouri State Department of Education
Houston, Texas Public Schools
U.S.O.E. Bureau of the Handicapped
University of Missouri
Council for Exceptional Children
Missouri Association for Retarded Children

20. Parallel Programs in Service Area Involving Different Individuals

None.

21. Staffing Patterns

	Full Time Equivalents
Administrative and Supervisory	1
Teachers	3
Guidance (one state funded)	2
Curriculum Specialists	3
Teacher Aides	3
Social Worker (state funded)	1
Other Paraprofessionals (state supported) (These are cottage aides)	12

22. In-Service Training of Staff

All new Project Evolve staff members receive one full week of in-service training. All members of the Project Evolve staff received 18 hours of in-service training during the summer of 1973. (See Appendix C for Summer In-Service Training Topics.)

Training Recipient	No. Receiving	Estimated Cost
Teachers	3	900
Guidance (2) Curriculum (3)	5	1,500
Teacher Aides	3	600
Social Worker	1	300
Cottage Aides	12	2,400

23. State Education Department Staff Visitations

None.

24. Non-Public School Involvement

None.

25. Project Highlights

High rate of student placement	(95%)
Low recindivism rate	(2%)

Entire curriculum is organized to correlate with the behavioral observation system.

Activities are keyed to behavioral objectives and can be readily conducted by parents and paraprofessionals.

26. Director's Recommendations for Improving Project

A major problem has been insufficient secretarial services. This project is designed to both develop and disseminate curriculum materials. The curriculum specialists (3) are able to produce materials at a much faster rate than they can be put into final form for dissemination. This is a simple but important source of inefficiency.

27. Special Staff Skills Needed for Implementing Project on Other Sites

Artistic skills for creating curriculum illustrations.

Curriculum specialists must be able to verbalize and organize curriculum. Journalism and public relations skills are also important because as a demonstration project, one of the major objectives is to promote adoption. It has been found that the way in which the material is presented is extremely important to the attainment of this goal.

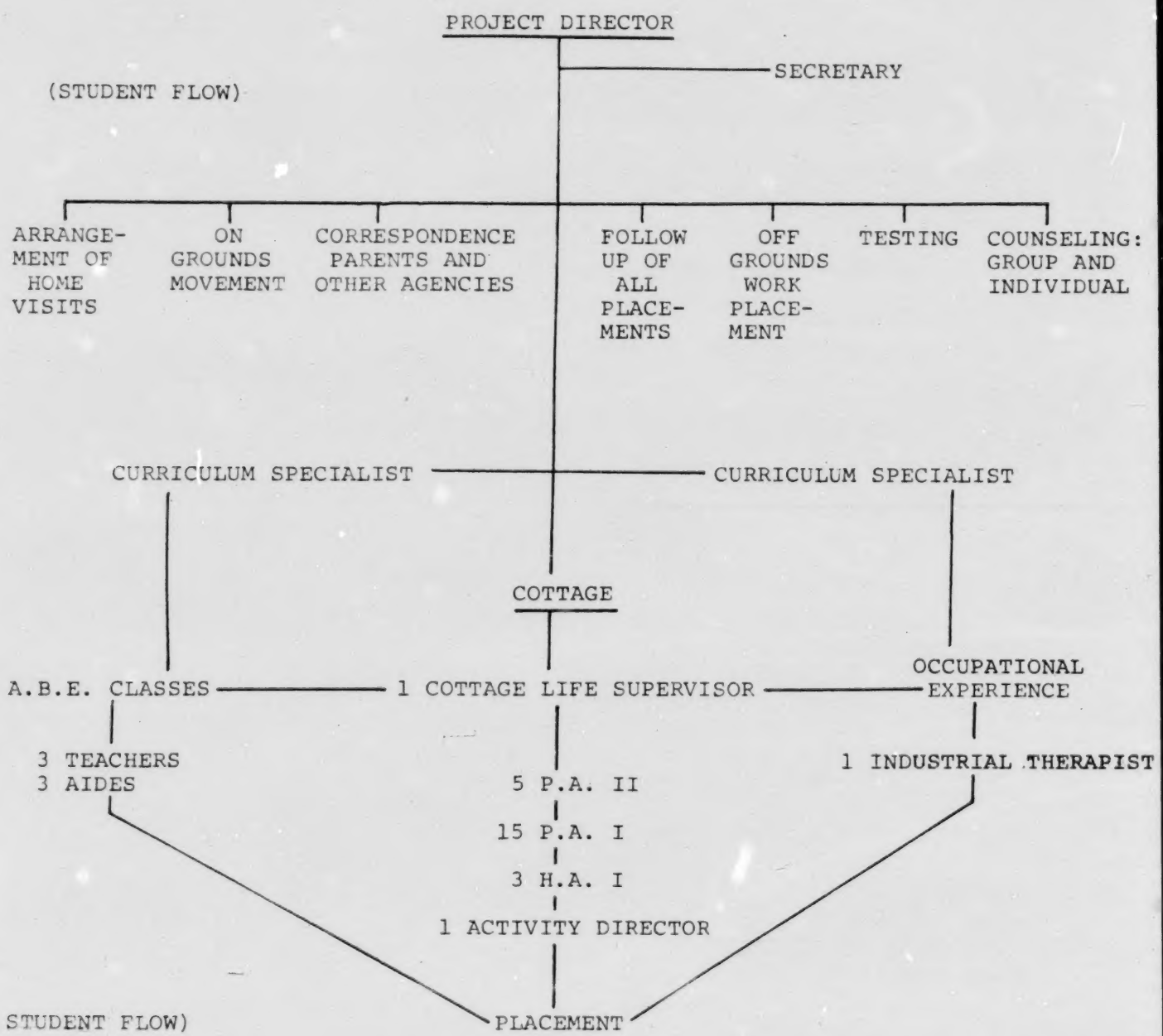
BEST COPY AVAILABLE

Section II

MANAGEMENT AND ORGANIZATION

1. Organizational Chart

EVOLVE ORGANIZATION CHART



2. Job Descriptions and Occupational Responsibilities

2.1 One (1) Project Director

Duties and Responsibilities: The director is professionally and administratively responsible for the project at Higginsville State School. She confers with the Advisory Council to insure initial organization and continued program development. She is responsible to the Superintendent for overall implementation and direction of the program.

Qualifications: Possession of a Master's Degree in Education with related coursework appropriate to the program population, as well as past experience with educationally disadvantaged adults.

2.2 One (1) Guidance Counselor

Duties and Responsibilities: The Guidance Counselor evaluates and counsels students regarding the student's abilities, vocational interests, aptitudes, and aspirations. He administers and interprets aptitude and psychological tests. He assists teachers and the Project Director in planning for necessary curriculum and instructional changes so that provision may be made appropriate to the educational needs of the students. He assists in aiding student adjustment to placement in work experience jobs or actual placement.

Qualifications: Two years of professional teaching experience and completion of the Master's Degree with specialization in the area of counseling and guidance. Direct experience with disadvantaged adults in job orientation and job placement.

2.3 Three (3) Teachers

Duties and Responsibilities: Teachers have the responsibility of conferring with the Project Director, Guidance Counselor and Curriculum Specialists in developing prescriptive programs, planning and implementation. They are directly responsible for data collection, prescriptive redirection and implementation of specific commercial programs. They integrate academic and vocational information to be presented in a pre-vocational nature.

Qualifications: Two years of full-time professional experience and possession of a Master's Degree in Education. Ability to acquire an Adult Basic Education certificate.

2.4 Three (3) Teacher Aides

Duties and Responsibilities: The aides' responsibilities involve advanced semi-professional work assisting the Adult Basic Education teachers in a classroom setting. They are responsible for specific supervised sessions of instruction of disadvantaged adults and assist classroom teachers in teaching adults with a minimum of supervision. They are responsible for the organization, preparation and use of educational materials and equipment and for clerical duties in and around the classroom.

Qualifications: High school graduate with preference to those individuals having completed 60 semester hours of college including some coursework in education and/or related areas. Prior experience in working with disadvantaged adults is desired.

2.5 One (1) Secretary (Clerk-Typist II)

Duties and Responsibilities: Type a variety of materials of a

technical nature including educational and vocational information and data. Prepare correspondence dealing with routine matters and following specified procedures. Prepare purchase orders. Receive supplies and materials. Organize and keep a complex filing system. Meet professional and interested people in a capable manner. Tabulate and organize data. Perform other related duties.

Qualifications: One year of experience in general typing and clerical work. Graduation from a standard high school or the possession of a high school G.E.D. diploma, supplemented by courses in typing and business practices.

2.6 Three (3) Curriculum Specialists

Duties and Responsibilities: The curriculum specialists will be responsible for the development of the criterion referenced tests and the curriculum packages, as well as related curriculum materials and methods.

Qualifications: Possession of a Master's Degree with specialization in the area of curriculum development.

Duties and Responsibilities: Semi-annually consultants will be obtained to evaluate program progress and suggest changes. Media consultants will help with the development of dissemination materials. Consultants will also be used for workshop planning and implementation.

3. Staff In-Put into Administrative Decision Making

Weekly conferences for purposes of discussing common problems and arriving at decisions are held with the staff.

Questionnaires relating to options are also used to solicit staff opinions.

4. Standing Committees and Functions

National Advisory Council (see previous section for composition).

5. Policy Manuals and Program Reference Materials

The major policy manual is the grant proposal which is used along with the grant guidelines supplied by U.S.O.E. A manual for cottage workers (paraprofessionals) has been written. A need for the latter is evident because the program requires a consistency in approach among several personnel.

6. Staff Meetings

Type I - Weekly meetings with the paraprofessional (e.g. grounds) staff who come into contact with individual residents. These meetings are devoted to the discussion of individual cases. The program director, teachers, guidance counselor, social worker, nursing staff, and on grounds job coordinator are also in attendance.

Type II - Weekly meetings with the professional staff to discuss curriculum and overall program direction.

Type III - Paraprofessionals meet with the director to discuss cottage programs.

7. Production Incentives for Teachers

No systematic production incentives are used.

8. Procedure for Staff Dismissal

At the time of the writing of this report, no dismissal of staff has transpired. Any staff member of Project Evolve can be transferred out of the program to another component of the institution by the program director. Ultimately, the Missouri Division of Mental Health is responsible for the dismissal of employees in state institutions.

9. Administrative Time Spent with Instructional Programs

Approximately ten (10) hours per week are spent by the Program Director in direct contact with instructional activities. An additional block of time is spent with curriculum specialists in development activities. A total of approximately sixteen (16) out of a 40 hour week is spent with instructional programs.

10. Supervision and Feedback Procedures for Teachers

Direct classroom supervision is not regularly scheduled. Any formal observations are requested by the teachers for whom the director then provides written critiques.

Informal observations of each teacher are made at least once each month. Because these observations are informal, an observation schedule is not used.

11. Role of Building Principal

Building principal is director of project.

12. Ratio of Management to Instructional Staff Costs

For every $700.00 spent on instruction, there is $100.00 spent on management.

13. Average Per Pupil Cost

Approximately $2,000.00 is the cost per pupil. This figure includes the state and federal direct contributions and a pro-rated estimate of building, grounds, new equipment, and materials.

14. Teacher Involvement in Program Planning

Teachers were not directly involved in the development of the program proposal. Information acquired from teachers during the operation of a prior project at the same site was assimilated into the present program. Teachers are also made aware of the program objectives, procedures, and the evaluation design.

15. Project Budget

See the following three (3) pages.

A.	Direct Costs			
	1. Personnel Salaries			
	a. Project Director	$ 12,588		
	b. Other Professional Staff	101,583		
	c. Non-Professional Staff	51,626		
	d. Consultants	2,930		
	e. Subtotal for Personnel Salaries:		$168,727	
	2. Other Direct Operating Costs			
	a. Travel	$ 14,000		
	b. Equipment (rentals and purchases)	3,907		
	c. Minor Remodeling of Space			
	d. Other (supplies, communications, printing, etc.)	53,540		
	e. Subtotal for Other Direct Operating Costs:		71,447	
	Total Direct Costs: (Lines 1E + 2E)			$240,174
B.	Cost Sharing			
	1. Contributions of Grantee		107,498	
	2. Contributions from Other Sources			
	3. Total Cost Sharing			107,498
	Total Federal Direct Costs: (Line A3 - Line B3)			132,676
C.	Indirect Costs:			2,000
D.	Total Federal Funds Requested (Line C + Line D)			134,676

A. Direct Costs

1. Personnel Salaries

Title	Salary	Fixed Charges
Project Director	$12,588.00	$1,297.34
Guidance Counselor	7,200.00	1,297.98
Secretary	5,124.00	666.12
Teachers (3)	21,600.00	2,404.08
Teacher Aides (3)	13,968.00	1,815.84
Curricular Specialists (2)	15,600.00	1,677.64
Total:	$81,480.00	$9,159.00

Consultants: Consultants will be used three times a year--at the beginning, middle, and end of the project year for a period of three days on each visit. Two consultants will visit for three days at a cost of $100 per day which will bring the cost of each visit to $600; each visit, costing $600 a visit, will bring the total to $1,800 for the three visits. Other expenses incurred for the two consultants will include plane fare for a total of $540 ($90 for each visit for each person); lodging (three days for two people for three visits) will total $270; and car rental for the three visits will total $120. There will also be miscellaneous expenses of $200 for a total of $2,930.

2. Other Direct Operating Costs

a. Travel

$14,000 will be set aside for travel. The approximate cost for the National Advisory Council, consisting of six members, to meet three times during the project year will be $6,000. The additional $8,000 will be used by the project staff for consultive visits to the various regions and to bring interested individuals into the project site.

b. Equipment

$3,907 will be used for miscellaneous equipment purchases needed to supplement curricular development. The following items are requested:

6	Systems 80 units	$125 each	$ 750
1	Language Master	$250	250
4	Grolier Educational Machines	$ 30 each	120
1	Digital Calculator	$135	135
1	Copy Machine (approximately)	$150 monthly	1,757
2	Singer Projectors	$265 each	530
1	Kodak Carousel Dissolver Control	$215	215
1	Overhead Projector	$150	150
TOTAL:			$3,907

c. Minor Remodeling of Space - None.

d. Other Direct Costs

1. Required Fees - None.

2. Employment Services and Benefits

A total of $9,159 in employer contributions to FICA and retirement. FICA is figured at 5.8% for a total of $4,517.74 and retirement at the rate of 5.33% for teacher retirement and 7.2% for other personnel for a total of $4,641.26.

3. Communication Costs

Telephone costs of $1,200 and postage fees for $200 are projected.

4. Supplies, Printing, and Printed Materials

A total of $3,800 is projected for printing supplies for curricular packages.

5. Rental of Space - None.

6. Utilities - None.

7. Conferences

Two conferences will be held at a cost of $8,000 for each. Costs included will be lodging for 50 people each visit for a total of $1,700 ($17 per room for one day); travel costs will range from $50 to $300 with the average being approximately $125 for a total of $6,250; and miscellaneous will allow for $50 and a total of $16,000.

8. Problems Encountered with the Budget

Because of high costs of printing and production materials, the estimate is grossly under what is necessary to disseminate information and curricular packages.

One of the major purposes of the project is dissemination. And the estimate of travel expenses was also grossly underestimated.

16. Reports Required of Teachers

A weekly general plan for each student. (The student examines this plan).

The "Activity Aide" (See Appendix D)

Behavioral Scales (See Tutoring Section)

17. Frequency of Project Visitations

Approximately 50 outside persons per week visit Project Evolve. This number includes both professionals and pre-professionals.

18. Awareness of Lines of Authority (See Organization Chart, Item 1 of this section)

Within the institution, Project Evolve falls within the Educa-

tion Department. Education is the only area within the institution organized departmentally. The remainder of the institution functions under the unit plan of organization. A unit is a mini-institution which encompasses all services provided within the institution. At Higginsville, there are four units, each with a unit director.

The Director of the Education Department is also Director of Project Evolve. The Education Department coordinates its efforts with the units in providing education services.

19. Formality of Suggestions of Supervisors

Formal, written suggestions are provided by the Director of professional staff when special problems arise.

20. Demonstration Teaching and Curriculum Planning

The project director provides demonstration teaching upon request and, because of the physical organization of the facility and program size, is frequently in direct contact with students. In addition, because the project is concerned with curriculum development, supervision is directly involved in those activities.

21. Target Population

Mentally retarded young adults (ages 16 - 25) who display potential for community placement into non-institutional settings.

22. Formal Screening and Intake Procedures

The Higginsville State School currently has a population of 425 students between the ages of 4 and 44. Initial identification of students for the project was done by the use of a battery of selection instruments. Sixty students, 30 boys and 30 girls, showing the highest potential for success in the project were selected from this population. Some of the screening instruments used were the Wide Range Achievement Test, the California Achievement Test and the Vineland Social Maturity

Scale. In addition to academic potential, another major criterion for selection was and continues to be estimated prognosis for successful community living and job placement.

23. Provisions for Review of Questionable Placements

A multi-disciplinary team conference is held relating to the case. As a consequence of this meeting a recommendation may be made to the Unit Director with whom it is felt that student belongs. The Unit Director must approve before the transfer is made.

24. Treatment Recommendations by Psychological Examiners

Each program participant receives regular psychological evaluation. The written evaluations usually summarize the student's performance on standard tests and do not usually represent precise treatment recommendations. (See Appendix E for an illustration.)

25. Parental Involvement in Placement Decision

The parents are consulted prior to the entry of the individual into Project Evolve. Contact is generally made by the Director or Social Service Department. Only two families have refused to permit entry of their child into the program in three years. A small number of parents prefer to not have their children placed in the community.

26. Medical Factors in Placement and Referral

Prior to entry into the institution the individual has been seen in a regional diagnostic center (see map on page 41 for locations of regional centers). At the regional center complete medical histories are taken. The Program Director has access to these medical records but teachers must obtain the consent of the Director before reviewing them. A high level of confidentiality of records is maintained.

Section III

TUTORING TECHNIQUES

1. Use of Peers as Tutors

Peers are used only to a limited degree. They may be involved in the use of a particular instructional material but not as a formal peer teaching arrangement. Students functioning at a higher level are employed in this capacity about five (5) percent of the time.

2. After School Tutoring

Although at the time of writing no after school tutoring is provided, it is expected to become operational within the next six to nine months. The curriculum team will be supplying materials to cottage attendants for use with students outside school hours.

3. Community Volunteers as Tutors

The only community volunteer program now in operation is a foster grandparents program. These volunteers provide only occassional or indirect teaching but do not serve any project participants.

4. Paid Paraprofessionals as Tutors

Each academic classroom is assigned an educational assistant. Reading, math, and vocational skills are areas in which tutoring is provided. Tutors work with children either on an individual basis or in small groups under the general direction of the teacher.

5. Use of Parents in Instruction

As soon as the "Higginsville Behavioral Scale" (see Appendix F) has been thoroughly covered through in-service sessions, parents will be shown objectives which the child has not acquired or those which will need maintainence work. During home visits by the child, parents will be working with the child on specific problem areas.

The "Activity Aide" (see Appendix D) is a progression of activities which relate to items on the behavioral scale. These activities can be used in the cottage or by parents at home to assist with the education of the student.

6. Self Instructional Materials Used

Language Master

- Dolch Words
- Money Recognition
- Math
- Shapes
- Days of the Week
- Alphabet
- Survival Words

System 80

- Improving Reading Skills
- Learning Number Facts
- Developing Spelling Skills
- Reading Words in Context

Tape Programs

- Survival Words
- Time Program
- Coin Program
- Story Tapes

Grollier Creative Reading Series

Talking Books

Avidesk

Singer Projectors

7. Individual Instruction Time

Approximately twenty (20) percent of the student's time is spent receiving some form of individualized instruction.

8. Tutoring Record Keeping

An instruction file is kept on every child in the program by teachers. In it is located a general daily lesson plan which the

student uses. Also, the teacher keeps informal records of student progress and work assignments. Examples of proficiencies are included in the instruction files.

9. Commercial Instructional Packages Used in Tutoring

System 80 (Reading, Math, Spelling)
Sullivan Series
Distar (Reading, Math)
"Concepts" Reading Series
Key Math
SRA Math
Action Unit Books
Lift Off to Reading
Peabody Kit - Language Development I, II

10. Areas of Tutoring

Math
Reading
Vocational Skills
Home Living
Art
Recreation

11. Tutorial Setting

(See the following two pages for diagrams of the instructional setting.)

12. Application of Reinforcement

A token economy system is used. In addition, a "pass-level" system is used in which increasing self-direction privileges are awarded. Three levels are used (see Appendix G).

13. Average Length of Tutoring Sessions

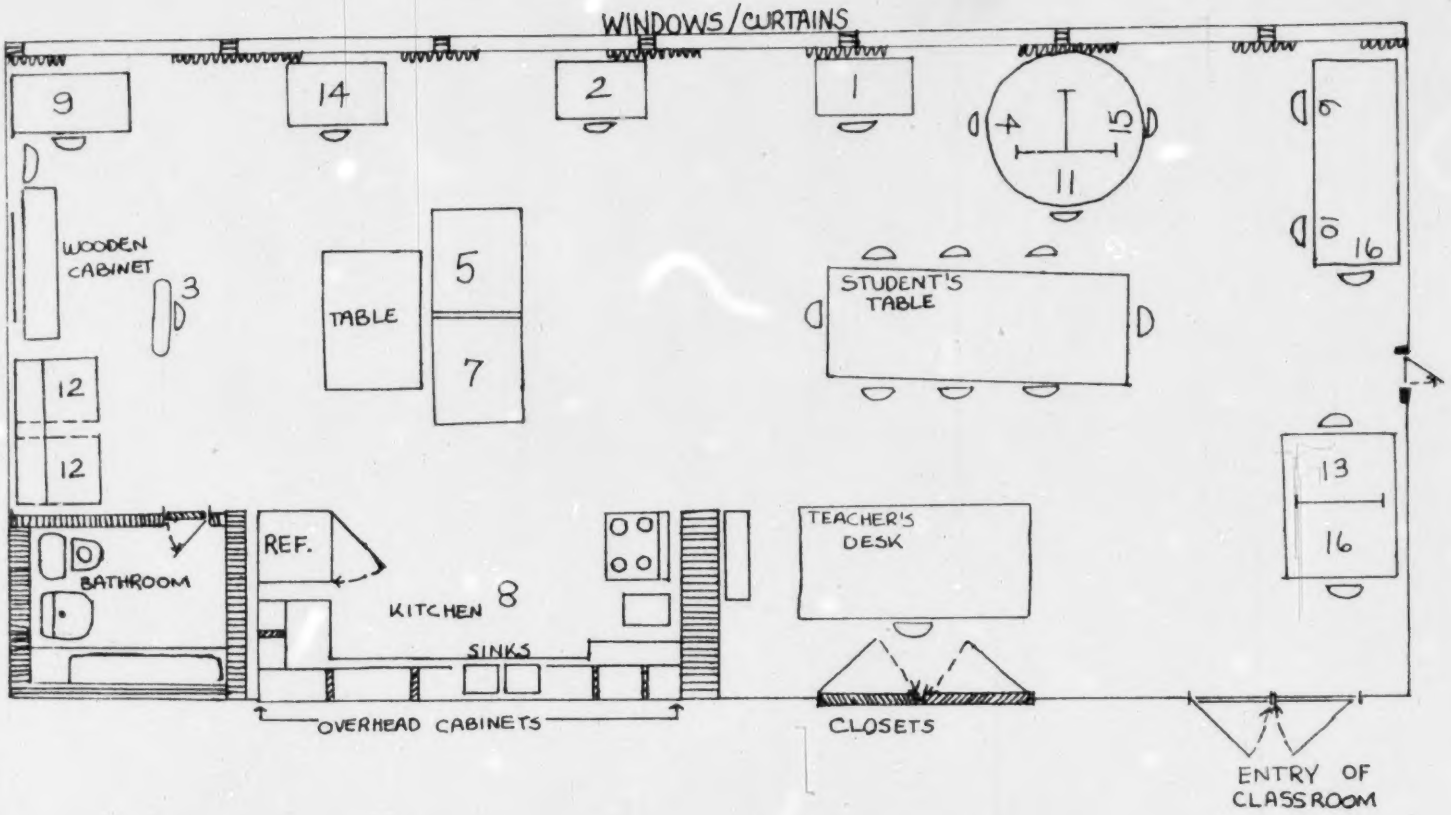
10 - 15 minutes.

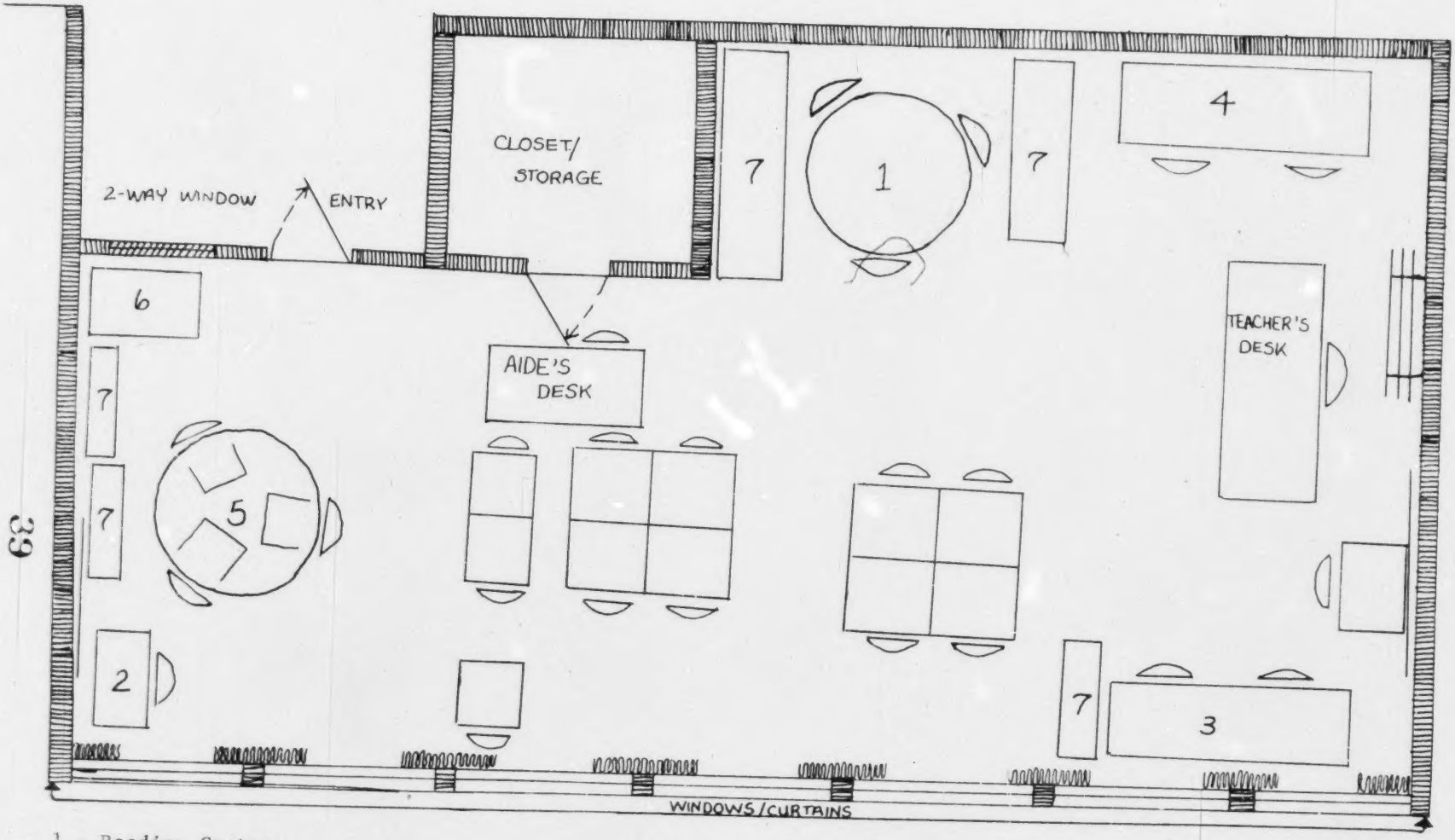
14, Short and Long Term Planning

Using the "Higginsville Behavioral Scale" long and short range goals are identified for each student in the areas: 1) cottage, 2) academic, 3) home living, and 4) on-grounds job. All daily assignments are related to these goals (see Appendix F for an example of this type of planning system).

BEST COPY AVAILABLE

Homeliving Classroom





1 - Reading Center
2 - Avidesk
3 - Learning Center Utilizing Tapes/Material
4 - Learning Center Utilizing Audiovisual Material
5 - Learning Center W/2 Language Masters and 1 Record Player
6 - Curriculum File Cabinet
7 - Storage Bookcases

BEST COPY AVAILABLE

Academic Classroom

15. Supervision of Tutors

The Cottage Supervisor observes the paraprofessionals daily. If a problem is detected, discussion or other appropriate action occurs. Paraprofessionals observe teachers in classrooms in order to gain experience with children and to learn methods of working with students. Peer tutors are supervised by teachers and teacher aides.

The Project Director holds weekly meetings will all teachers and some paraprofessionals to discuss problems that may have arisen during the week. Also, the Director holds small group meetings (3 persons or less) frequently enough to guarantee that every teaching staff has at least one hour of small group interaction relating to any topic that has bearing on teaching. Upon request from a teacher, the Director will observe and critique.

Section IV

INSTRUCTIONAL MATERIALS

1. Ordering Instructional Materials

A purchase request (see Appendix H) is filed by the teacher with the Project Director. On the basis of the project budget the materials request is approved or denied.

2. Allocation of Materials

Materials are generally kept by the teacher who ordered them. If a particular material is used infrequently, it is transferred by the teacher to a central depository. Other members of the teaching staff can inspect this material and use it if they so desire.

3. Inventory Control

A list of materials is kept and updated as new materials are produced or purchased. Property control numbers are used with all major equipment. A yearly inventory of all material is taken. Because the program is very small, missing items are readily noticed.

4. Procedures for Informing Teachers About Materials

Newly acquired materials are discussed during weekly staff meetings. "The Billboard," an in-house newsletter carries mention of major equipment purchases.

5. Demonstration of Instructional Materials

During weekly staff meetings test materials and testing procedures are demonstrated.

6. Per Pupil Cost of Instructional Materials

The grant provides for $3,907 to be used mainly for hardware purchases. Software is purchased with state funds. (See Appendix I, J,

K for lists of material purchased during the past two years and the first quarters of the current year).

Section V

MONITORING PUPIL GROWTH

1. Use of Standard Tests

Peabody Individual Achievement Test
Wide Range Achievement Test
Vineland Social Maturity Scale
WISC or Stanford-Binet
Behavioral Scales

2. Storage of Performance Data

The institution maintains central files on all individuals. These contain demographic and personal data. Most performance data is acquired through the use of the "Higginsville Behavioral Scale". Results of these observations are kept in the area of the institution corresponding with the content area of the scale (e.g. Cottage). When the individual leaves the program, all material is assembled into a packet and transferred with his file to the appropriate vocational rehabilitation unit.

3. Access of Parents and Individuals to Test Results

Parent and student conferences are used to provide information relating to student performance. The availability of test data is complete except for tests of general intelligence.

4. Case Conferences

Each week conferences are held on three students. The result of this arrangement is that a conference concerns a particular individual at least once every six months. Notes are kept on goals that are set, progress made toward previous goals, and program changes. If a student is experiencing difficulties in adjustment, a special session is scheduled for that case.

5. Use of Performance Contracting

The "Pass-Level" system (see Appendix G) is a form of performace contracting.

6. Formulation of Instructional Objectives

The use of the "Higginsville Behavioral Scale" (see Appendix F) insures that precision instructional objectives are formulated for each child. Residents are shown their ratings and are made aware of objectives.

7. Diagnostic Instruments

Behavioral Scales

8. Calculating Student Growth

Criterion referenced - Behavioral Scales

9. Reporting System

All material documenting student performance is placed in central files and parents receive a copy. This includes staffing summaries. Parents may also be shown details of the Behavioral Scale ratings if they express an interest. If the individual is a court referral, reports are made to the court every six months and parents receive copies of these.

10. Use of Systematic Behavior Modification

These procedures are used extensively.

Section VI

IN-SERVICE TRAINING

1. Responsibility for Planning In-Service Program

The Project Director is responsible for planning in-service training.

2. College Credit for Teacher Participation

None given.

3. Required Participation

Both teachers, supervisors, and special service personnel are required to attend.

4. Agencies and Institutions Involved in Training

For Project Evolve staff, visitations to work placement areas, job sites, and other community facilities to become more aware of skills needed by program participants is a form of in-service training.

Four staff members participate in a formal course in adult basic education offered through an extension of Kansas State University.

Paraprofessionals receive on-the-job training and informal sessions with the Project Director.

One of the program objectives is to provide in-service training to other groups of educators. One major workshop lasting two days will be conducted this year. Major topics will be the token economy and curriculum used in the project. Participants will be teachers serving similar populations, both in and out of institutional settings.

5. Scheduling of Training Sessions

In-service sessions are regularly scheduled by the Project Director. In addition, an institution-wide program is scheduled during the summer. (See Appendix C for institution-wide in-service topics.)

6. Mode of Instruction

Lecture
Demonstrations
Participation
Work Sessions

7. Evaluation of Training Sessions

No formal evaluation procedures are used.

8. Role of Teachers in Planning

Questionnaires are used to determine areas staff feels need special attention. These suggestions are taken into consideration by the Project Director in the planning process.

9. Role of Commercial Material Suppliers

None as of yet.

10. Community Involvement

Because individuals are ultimately placed in community settings involving occupations, information regarding skills that are needed for different occupations is an important community input. This information is obtained directly from personnel affiliated with placement sites.

11. Hours Per Year of In-Service Instruction

A yearly total of approximately seventy (70) hours is spent by each staff member in in-service training. Of this total, two (2) sessions per day occur during nine weeks of the summer.

Section VII

ROLE OF OUTSIDE AGENCIES

1. Agencies Involved in Day to Day Activities

Goodwill Industries
Vocational Rehabilitation Units of State Department of Education
Concerned Care (as Kansas City half-way house)
Sheltered Workshops throughout State
Boarding Homes
Individual Employers
Foster Homes
Regional Centers (Diagnostic Clinics)

2. Nature of Involvement

Nearly all of the above groups provide services after the student leaves Project Evolve. Basically, they provide living and working arrangements. Two guidance counselors (EVOLVE) and the Higginsville Social Services engage in follow-up activities in coordination with the regional center located nearest to the residence of the former resident. Follow-up work is on a continuing basis rather than limited to a short term subsequent to placement.

3. Record of Agency Contacts

All visitations by Project EVOLVE personnel to cooperating agencies are written up by guidance couselors and social service workers. These reports are kept on file in the Social Service. Discussion occurs at weekly team meetings. The records concentrate on prognosis of the client to date, the family situation and on-site problems. In future placement decisions, this information is taken into account.

4. Involvement in Case Conferences

Vocational Rehabilitation personnel frequently attend case conferences. This is especially the case if an agency is experiencing a problem with a placement.

5. Teacher Initiation of Agency Contacts

Teachers do not initiate contacts with outside agencies. If the situation mandated this form of action, the teacher would contact the Director who would in turn contact the guidance and social service personnel.

Section VIII

DISSEMINATION

1. Dissemination Expenses

The budget for the current year calls for an expenditure of a total of $19,800 on dissemination. Of this total, $16,000 is allocated for workshops and $3,800 for printing. This figure is relatively high because dissemination is an important objective of the program.

2. Dissemination Methods

Workshops
On-Site Visits
User Adopter Manual
Staff Presentations to Other Agencies
National Advisory Council
Mailing of Printed Material

3. Responsibility for Dissemination

Project Director.

4. In-Put Through Dissemination from Other Federally Supported Projects

The idea for a User-Adopter Manual originated with federally supported projects in Minnesota.

5. Use of National Information Networks

Only to a limited extent.

6. Number of Visits from Outside Professionals

Approximately 2,000 persons visit the project each year. The majority occur through group visit of an average of 20 persons.

APPENDIX A

EVALUATION DESIGN TECHNICAL COMPONENT

APPENDIX A

EVALUATION DESIGN TECHNICAL COMPONENT

1973-74

OVERVIEW: The purpose of the evaluation is to obtain, analyze, and interpret data bearing on the impact of the project. Data sources will include school record data, criterion referenced behavioral observations, and formal achievement tests. Basically, a pre-post assessment of the entire population will be used along with trend plotting. Descriptive statistics will be used.

INSTRUMENTATION: Peabody Individual Achievement Test

- Reading
- Reading Comprehension
- Spelling
- Math
- General Information

Higginsville Behavioral Scale

- Home Living
- Academic
- Cottage
- On-Grounds Work Experience
- Teacher Ratings of Item Appropriateness for Resident

School Record Data

- Age (Chronological)
- Sex
- I.Q. (WISC or Stanford Binet)
- Academic Achievement Level at Program Entry
- Length of Institutionalization

The Behavioral Scale is designed to assess 69 general areas with 10 items per area. In order to increase the reliability and sampling of content, each area will be extended to include 10 items. These modifications will be keyed to curriculum content and the additional items will represent what the staff believes to be realistic, obtainable goals.

TESTING SCHEDULE: Pre-Test Behavioral Scale - Summer, 1973, 450 items
PIAT - June 1973
Mid-Year, January (Behavioral Scale Form A & B) 225 items.

For purposes of economy, mid-year and post-testing will not require that each S be rated on all items.

The Behavioral Scale will be randomly split into approximately equal halves. One half of the population will be selected at random and rated on Form A (one random half) and the remainder of the population will be tested on Form B.

Post-Test, May (Higginsville Behavioral Scale), 225 items PIAT (June)

BASIC QUESTIONS:

1. How much change occurs during the course of the year for the entire population in each of the 69 areas assessed by the Higginsville Behavioral Scale.

2. Which area and items in their areas prove most responsive to change? Least responsive?

3. Which items are rated at most inappropriate for this population by teachers? Does their appraisal correspond with empirical facts?

4. Does the program show differential impact according to sex of participant?

5. Does the program show differential impact according to the CA of the participant?

6. Does the program show differential impact according to the I.Q. of the participant?

7. Does the program show differential impact according to academic achievement at program entry?

8. Are academic achievement trends measured by PIAT consistent with academic trends measured by the Higginsville Behavioral Scale?

9. Which items should be deleted from the Higginsville to improve the cost-effectiveness?

STATISTICAL ANALYSIS:

School record data will be used in a simultaneous linear model (Multiple Linear Regression) with automatic interaction detection. The SPSS computing package sub-routine for selecting the most parsimonious model will be used and relative magnitudes of standard regression weights examined. Prediction vectors will include CA, Sex, I.Q., academic achievement at entry and length of time in program. Criterion vectors will be terminal PIAT scores, PIAT growth scores (calculated according to Davis' formula), Higginsville Pre (Item) Scores, and Higginsville Terminal Scores. Individual change scores on the Higginsville would tend to be redundant on post scores (e.g. 1-0=1).

Trend plotting (graphic) of proportions of the population attaining criteria at three time points will be used for the Higginsville Behavioral Scale. If the step one analysis reveals differential impact, graphing will be done for appropriate sub-populations.

Intercorrelations (Pearson) of all variables will be presented for discussion along with means and measures of dispersion where appropriate.

Descriptive analysis will be conducted in the fall and mid-year so as to allow teachers to modify curricular emphasis according to incidences of various deficits.

BEST COPY AVAILABLE

APPENDIX B

STUDENT PLACEMENT

APPENDIX B

STUDENT PLACEMENT

January 15, 1974

Total Number of Students Placed	92*	
Total Number Presently in a Failure Status (Residing in E Cottage)	2*	
Total Number of Placements Now Intact		88
Total Now Residing in E Cottage		45
Total Number of Students Placed into the Program but Later Moved to Other Cottages (e.g. Parental Request)		18
Total Number of Students Accepted into the program Since September, 1970		151

Types of Placements

Home and/or Job	30
Workshops	19
Family Care	4
Vocational Rehabilitation	33
Other Programs Within the Division	6
Total Number of Placements	92

*These figures result in a recidivism rate of 2%.

STUDENT PLACEMENT MAP

Location	Type of Placement	N	
Kansas City	Home and/or Job	4	
	Workshop	4	
	Family Care	1	
	Vocational Rehabilitation	4	
Sikeston	Workshops and Foster Homes	12	
Marshall	Voc. Rehab. for Training	29	
Other locations (scattered throughout state)	varied	38	
	Total Placements	92	(Jan. 15, 1974)

APPENDIX C

SUMMER IN-SERVICE TRAINING TOPICS

APPENDIX C

SUMMER IN-SERVICE TRAINING TOPICS

1. Central Office Guidelines - Division of Mental Health
2. Types of Individuals Referred to Higginsville - Regional Diagnostic Center of Division of Mental Health
3. Relationship of Maintenance of Grounds and Building to Total Program - Division of Mental Health
4. Individual's Role in Relation to State School's Role - Division of Mental Health
5. Recent Legislation Relating to Mentally Retarded - Missouri State Department of Education
6. Sheltered Workshops Available for Placement (Division of Mental Health)
7. Legal Aspects of Mental Retardation - Division of Mental Health
8. Role of Medical Services -- School of Osteopathic Medicine
9. Personnel Policies - Personnel Division of State of Missouri
10. Staff Development - Division of Mental Health
11. Legislative Factors - Rep. of State Senate
12. Human Relations - Division of Mental Health
13. Developmental Disabilities - United States Office of Education
14. Pediatrics and M.R. - Division of Mental Health
15. Role of Nursing Services - Division of Mental Health
16. Financial Aspects of Federal Programs -- Division of Mental Health
17. The Total Program of School and Hospital - Higginsville State

APPENDIX D

THE ACTIVITY AIDE

to the

Higginsville Behavioral Scale

APPENDIX D

The Activity Aide to the Higginsville Behavioral Scale

The activity aide to the H.S.S.H. Behavioral Scale is a list of activities per objective in the scale which were compiled through suggestions of staff working closely with residents. It was developed to assist staff in formulating new approaches in working with residents. As well, it has become an excellent tool of communicating methods within the staff which have worked for developing abilities in difficult learning situations. Following is an example of an objective with activities which are suggested to use to reach the objective.

The activity aide is intended as a guide not a definite set of procedures to be followed. Ideas are difficult to come by at times and that is the major purpose of the Activity Aide.

Example of Activity Aide

Title of Individual Scale: 36. Distinguishing Properties of Objects

Individual Objective: 3a. and 3b.

3a. Name colors including red, blue, green, orange, yellow, purple, black, brown and white when supervisor points to them and asks name.

3b. Points to colors when supervisor names them.

Activities

1. Have students match objects by color.
2. Hold up an object and ask for the color and the name of the object.
3. Have students compare objects by color: a yellow ball and a red block.
4. Name an object and its color in the room and have the student go and get it.
5. Have the student choose color cards when asked.
6. Have the student cut an object from colored construction paper. Then have him name the object and its color.
7. Use a flannel board and place a colored, flannel object on it. Have the student name the object and its color.
8. Have students name colors of their clothing or/and a classmate's clothing.
9. Use color bingo as a game.

10. Use the game "Policeman Find My Child". Describe a child and what he is wearing to another student who is appointed as the policeman. The policeman then finds the missing child and it is the next student's turn to be policeman.

HIGGINSVILLE STATE SCHOOL AND HOSPITAL
INDIVIDUAL TREATMENT PLAN

Resident's Name_____ Resident's
Resident's Birthdate_____ Identification No._____
Clinic/Institution of Origin_____ County of Origin_____

Part I: Transfer Information

Type of Commitment: (Check appropriate item)

( ) Voluntary ( ) Probate Court ( ) Emergency without medical certification
( ) Juvenile Court ( ) Emergency w/medical certification

Length of commitment at Higginsville State School & Hospital:
(Check appropriate item)

( ) 2 months ( ) 6 months ( ) 10 months ( ) 2 years
( ) 4 months ( ) 8 months ( ) 1 year ( ) Other (specify)_____

Level of functioning:

Recommendations for Treatment Program from transferring institution:

Placement recommendations after Treatment Program is completed:

Part II: Staff Summary

Social Summary:

Psychological Summary:

Medical Summary:

Part III: Cottage Objectives for the Resident's Individual Treatment Program

A. Self-Mgnment	B. Communication	C. Interper. Rel.	D. Env. Str.	E. Env. Access	F. Coping
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.

Part IV: Academic Objectives for the Resident's Individual Treatment Program

A. Env. Structuring	B. Env. Access	C. Coping
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Part V: Homeliving Objectives for the Resident's Individual Treatment Program

A. Self-Management	B. Env. Structuring	C. Coping
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Part VI: Pre-Vocational Skills Objectives for the Resident's Individual Treatment Program

A. Employment Skills	B. Coping
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Part VII: Additional Activities

1.
2.
3.
4.
5.

Part VIII.

Tasks to work on	Department or name to provide service	Time span to complete task?	Date completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

APPENDIX E

PSYCHOLOGICAL EVALUATION

APPENDIX E

PSYCHOLOGICAL EVALUATION

Test: Wechsler Adult Intelligence Scale

Results: Verbal I.Q. - 69
Performance I.Q. - 60
Full Scale I.Q. - 63

The resident appeared to be friendly and cooperative. Although he showed no outward sign of nervousness, he often cleared his throat, used "ah," "um" and frequently responded spontaneously. The resident appeared to attempt to "bluff" several times when he wasn't positive about the correct answer. The resident seemed to be of normal height and weight for a boy in his age group.

The score achieved on this particular administration placed him in the wide range of mental retardation. The mean of the scaled scores of the verbal section is 3.8. He did significantly better on the comprehension sub-test with a scaled score of 6.0. He did poorer than the mean on the digit span and arithmetic sub-tests. The mean of the scaled scores for the performance section was 3.6. He did significanlty poorer on the picture arrangement sub-test but performed significantly better on the picture completion sub-test. He weakest area appears to be in tasks requiring memory skills and abstract reasoning as exemplified by the arithmetic, digit span and picture arrangement sub-tests. His strongest area appears to be in tasks requiring general reasoning ability or concrete thought, as indicated by the comprehension, similarities, and picture completion sub-tests.

It is the examiner's opinion that the resident would benefit more from a vocational setting rather than academic setting as indicated by test results.

APPENDIX F

SUMMARY OF

HIGGINSVILLE BEHAVIORAL SCALE

APPENDIX F

SUMMARY OF HIGGINSVILLE BEHAVIORAL SCALE

Education of the handicapped child presents the same difficulties in identifying the necessary skills to succeed in community living as does education of the normal child. There have been many efforts in education to identify the skills that children need to succeed in this society. It is difficult to obtain a consensus of opinion on the most important skills which would comprise a child's education because of the different philosophies and methods which have been developed over the last decade. Through the legal proceedings in the last few years, an appropriate education for all children has been recognized as one which identifies the abilities, needs, and limitations of each child. In the final decision of the case Brown vs. Board of Education, the Supreme Court stated:

> Education is the instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him adjust normally to his environment. In these days it is doubtful that any child may be reasonable expected to succeed in life if he is denied the opportunity of an education.*

The rationale of the court in the Brown case was not considering the problems of the handicapped child. Yet, as applied to such children, it becomes even more compelling since the handicapped child may be completely dependent on skills which only an education can provide. So it has become increasingly important to identify the minimal skills which the handicapped child will need to succeed.

---

* 347 U.S. 483, 493 (1954).

The staff of the Higginsville State School and Hospital has recognized the necessity for developing a system of education which would provide these skills for the mentally retarded child.

The behavioral scale presented in this work is a result of many attempts to identify the skills necessary for the handicapped child to succeed in the community. In obtaining a Federal grant for Adult Basic Education under the project title, EVOLVE, the staff found that there had been a behavioral scale developed in Nebraska through the Office of Mental Retardation. The purpose of the scale was to identify only those skills necessary for a mentally retarded child to succeed in community placement. The scale, as it originally developed, was not entirely appropriate or applicable to Higginsville State School and Hospital. Through discussions with the staff, experimentation, and suggestions from the National Advisory Council for Project EVOLVE, the Higginsville State School and Hospital Behavioral Scale was developed.

The behavioral scale provides a set of objectives which are necessary for complete, independent living. However, it is only a profile of behaviors and does not in itself guarantee the success of the resident. The success of the resident depends on the environment within which he is placed and the learned skills necessary for living in that environment. So, if a resident were placed in a sheltered environment, he would not need all of the skills presented in a behavioral scale. Another element taken into account when the student is ready for placement would be his emotional maturity and stability level. A resident may learn all the objectives but may not be able to be placed because of emotional difficulties. The staff working

with him must make the final decision on the basis of all aspects of his development.

The behavioral scale is not complete and hopefully will not be viewed as such. Revisions, deletions, and additions need to continue as the population continues to change and move through the institution. The scale is a basis to work in identifying necessary skills for resident success in placement.

For those residents whose chances of placement are low, the behavioral scale can be used as a basis for an appropriate education to meet the abilities, needs, and limitations of each resident so that he can develop to his greatest potential. As the need is recognized, many of the self-help objectives may be broken down into smaller steps so that the resident will experience self-worth and success in growth.

The Higginsville State School and Hospital Behavioral Scale is a beginning in identifying the skills needed by the handicapped individual to succeed in developing to his greatest potential. As the scale is implemented and results become available, the staff's recommendations, changes, and additions will be necessary; however, at this time, this scale appears to be of great assistance in assessing individual resident needs and planning curriculum for these needs.

General Definitions

The four areas of the behavioral scale as used in the Higginsville, Project EVOLVE, are defined as follows: The cottage is the student's home, the academic and home living classrooms are his school, and the on-grounds job is his vocational training. The objectives have been divided as applicable to each area.

The definitions of the categories for each set of objectives are:

1. Self-Management skills are those skills which the student would need to take care of himself and the place in which he lives.

2. Communication skills are those skills which the student needs to relate to other people.

3. Environmental Structuring skills are those skills which the student would learn in a classroom setting to be used later in a realistic setting.

4. Environmental Access skills are those skills which a student would need to function in a community outside of his home or job.

5. Interpersonal Relations skills are those skills which the student needs to develop positive relationships with others.

6. Employment Skills are those skills which the student needs to have a successful work experience.

7. Coping Skills are those skills which the student needs to successfully meet changes in his environment. Since changes in environment take place realistically in all areas of living, the coping scale appears in all four areas of the behavioral scale: Cottage, home living and academic classes, and on-the-grounds jobs.

Divisions of Behavior Scale

The behavioral scale is broken down into 69 sets of objectives, ten objectives per set. The 69 sets are in four major categories: Cottage, Academic, Home Living, and On-Grounds Jobs. The following list gives a breakdown of each of the four major categories:

Cottage	Cottage
Self-Management 1 - 16	Environmental Access 28 - 34
Communication 17 - 19	Coping 35
Interpersonal Relations 20 - 23	
Environmental Structuring 24 - 27	

Home Living

Self Management
48 - 51

Environmental Structuring
52 - 64

On-Grounds Job

Employment Skills
66 - 68

Coping
69

Academic

Environmental Structuring
37 - 45

Environmental Access
46

Coping
47

INITIAL BEHAVIOR LEVEL

(IBL)

BEST COPY AVAILABLE

The Initial Behavior Level is the first step in testing a resident on the Higginsville Behavioral Scale. The IBL measures the behaviors which the resident has learned prior to entering the program. Measuring these behaviors results in establishing a baseline for an individual treatment program. Follow the steps below to complete the IBL.

I. Observe the resident to determine if he can meet an objective.

A. The behavior must be observed on three (3) consecutive days to receive a "yes".

1. Try to observe one individual scale (10 objectives) in the same time span.

2. The resident must perform the behavior characteristically on each of the three (3) days.

a. Characteristically implies that the resident performs the behavior naturally without any assistance or prompting from the staff.

b. Observation under normal conditions is extremely important. If the staff member assists the resident in any way, the information recorded is not valid or is incorrect.

B. If an objective is missed on the first day, it is an automatic "no" and need not be observed on the second or third days.

C. If the objective is missed on the second day, it is an automatic "no", and it is not necessary to observe further.

D. If the objective is missed on the third day, it is an automatic "no".

II. Complete the observations of the behavioral scale and record.

A. Mark "yes" or "no" in the IBL column for each objective.

B. At the top of the page, on the date line, write, "IBL", date the observation was completed (in numbers), and your initials.

BEST COPY AVAILABLE

See the following diagram for an example of how to fill out the scale as the IBL's are completed:

HIGGINSVILLE STATE SCHOOL & HOSPITAL
BEHAVIORAL SCALE

NAME_____ Area_____

INTERPERSONAL RELATIONS
20. Group Participation

DATES TESTED IBL-6/18/74-dm

Objective Unreal	Real	Objectives	IBL	BAT	MOB
		1. Engages in some noncompetitive activity of group appropriate to age for several months.			
		2. Does not display behavior disruptive of group effort.			

REALISTIC OR UNREALISTIC OBJECTIVES

The realistic and unrealistic objectives are found on the left-hand side of the scale. These should be completed after the baseline, or IBL. Realistic objectives are those which the resident has not met or could meet in the next 18 months. Unrealistic objectives are those which the resident has not met and will not be expected to meet in the next 18 months.

1. Realistic and unrealistic objectives should be rated after the IBL's have been completed.

2. Objectives whose IBL's have been marked "yes" are automatically realistic. Place an "X" in the realistic column.

3. For those objectives marked "no" under IBL, read each one again. Then, on the basis of your knowledge and past observation of the resident decide if the resident could meet the objective in the next 18 months. If "yes", place an "X" in the realistic column. If "no", place an "X" in the unrealistic column.

4. The purpose behind the realistic and unrealistic ratings on the scale is to eliminate the necessity of observing a resident on the entire scale every 6 months. Only objectives rated as realistic are observed at the 6 and 12 month interval. This will save time for the staff, as the objectives need only be re-evaluated as realistic or unrealistic every 18 months. After 18 months, all the objectives will be observed and re-evaluated again to insure a current and accurate profile of the resident. (See the following example.)

HIGGINSVILLE STATE SCHOOL & HOSPITAL
BEHAVIORAL SCALE

NAME _____ AREA _____

SELF-MANAGEMENT DATED TESTED IBL-6/18/74-dm

52. Preparation of Ironing Equipment--setting up and taking down

Objective Unreal	Real	Objectives	IBL	BAT	MOB
	x	1. Can set up ironing board	yes		
	x	2. Can remove iron from storage area	yes		
x		3. Can fill iron with proper amount of water	no		
	x	4. Can plug in extension cord	yes		
	x	5. Can plug in iron	yes		
	x	6. Can turn iron off	yes		
	x	7. Can unplug extension	no		
	x	8. Can unplug iron	no		
	x	9. Can put iron away	no		
	x	10. Can put board away	no		

BEST COPY AVAILABLE

GRAPHING IBL'S

When all IBL's are completed on a resident and the behaviors have been rated as realistic or unrealistic, the information is ready to be graphed. The purpose of the graph is to give a quick summary of the resident's level of functioning on the basis of the behavioral scale. When the graph is completed, the shaded spaces represent those behaviors which the resident performs characteristically; the blank spaces represent those behaviors which the resident has not yet attained, but are realistic to expect him to attain in the next 18 months; the X'ed spaces are those behaviors which are unrealistic and the resident is not expected to attain them in the next 18 months. Graphing IBL's is the first step in completing the graph, and graphing unrealistic objectives is the second step in completing the graph.

I. Graphing Current Behaviors (Realistic objectives now being performed)

A. Current behaviors are those behaviors which the student can currently perform characteristically. After the IBL's have been given, if the objective has been rated realistic, the information is recorded on the current behaviors graph.

B. The graph is structured on the basis of the 69 individual scales with 10 objectives for each scale.

C. The title of each scale is written on the graph so that it can be easily located.

PROCEDURE

1. Record only the IBL's on the graph which were marked "yes". These are current behaviors.
2. Locate the number and title of the scale on the graph.
3. Locate the number of the individual objective.
4. Shade in the box with pencil.

II. Graphing Unrealistic Objectives

BEST COPY AVAILABLE

Unrealistic objectives are those objectives which were marked as unrealistic on the scale. The resident will not be expected to perform the objective in the next 18 months.

A. Unrealistic objectives can be recorded at the same time IBL's are recorded.

PROCEDURE

1. For an unrealistic objective, locate the number and title of the scale on the graph.

2. Locate the number of the individual objective.

3. Place an "X" in the box in pencil. (See following example.)

Objective Unreal	Real	Objectives	IBL	BAT	MOB
	x	1. Can recognize coins	yes		
	x	2. Can recognize bills	yes		
	x	3. Can add pennies	yes		
	x	4. Can add nickels	yes		
	x	5. Can add dimes	yes		
	x	6. Can add quarters	yes		
	x	7. Can add half dollars	yes		
	x	8. Can add nickels, dimes and pennies	no		
x		9. Can add any group of coins together	no		
x		10. Can add any group of coins and bills	no		

SECTION OF GRAPH

		1	2	3	4	5	6	7	8	9	10
Basic Writing	38										
Basic Math	39										
Advanced Math	40										
Time Management	41										
Currency Management	42									X	X
Currency Management	43										

BEST COPY AVAILABLE

INTERMEDIATE, TARGET AND LONG-RANGE OBJECTIVES

The individual treatment program is set up by identifying intermediate objectives, target objectives and long-range objectives for each resident. After IBL's are given and objectives are rated as realistic or unrealistic, establish intermediate, target and long-range objectives for all areas of the resident's instructional program.

I. Long-Range Objectives

A. The long-range objective is the final goal of the individual treatment program. This is the ultimate goal a resident must strive toward so that he will have the necessary skills for independent living. For instance, a resident's long-range objective may be to be placed in a sheltered workshop.

B. Long-range objectives should be determined by use of the baseline information on the behavioral scale and aid of staff members having direct contact with the resident.

II. Intermediate Objectives

A. In order to meet the long-range objective the resident's program is set up using intermediate and target objectives. An intermediate objective is the step in between the target and long-range goal. It is a general statement used to describe those skills needed by the resident.

B. Locate scales which received a large number of "no's" on the IBL's, but were rated as realistic. Those boxes were blank on the graph. The intermediate objective is the title of an individual scale. E. G., Coin Recognition is the title of a scale. The intermediate objective would be written as follows: The student will be able to recognize coins.

C. Decide which scales should be given priority in relationship to the resident's program. Evaluate the scales by asking the following questions:

1. Which scales could be taught most easily?

2. Which scales are most necessary?

3. Which scales are the most logical or follow in sequerce?

III. Target Objectives

A. The target objective is a detailed, specific goal the resident must attain in order to reach the intermediate and long-range objectives.

B. Identify objectives which were rated as realistic and received "no's" on IBL's. These are the target objectives. Evaluate these objectives to determine which should be considered priority objectives by asking the following questions:

1. Which objectives could be taught most easily?

2. Which objectives are most necessary?

3. Which objectives are the most logical or follow in sequence?

C. List all target objectives in order of priority.

D. State all of the target objectives in the same terms as they are written in the scale, e.g., "Can recognize pennies."

IV. When staff in all areas of a resident's program have completed a recommended list of intermediate and target objectives, a meeting should be held to determine which of the objectives should be given priority in all areas.

INSTRUCTION OF RESIDENTS

When the individual treatment program is established for a resident, the program will be written in terms of intermediate and target objectives. These objectives will be taken from the results of the observations for the Behavioral Scale, as explained on the previous page.

I. Review the intermediate and target objectives

A. The intermediate objectives are the titles of the individual scale, e.g., title of scale: Currency Management. Intermediate objective: When the resident completes instruction in the area of currency management, he will be able to manage currency.

BEST COPY AVAILABLE

B. The target objectives are the individual objectives of each scale, e.g., individual objective: Can give teacher amount asked for. Target objective: The resident will give the teacher the amount of currency asked for.

II. Determine which target objectives apply to a given area of instruction, as Academic, Homeliving, Cottage, and On-Grounds Job.

III. Gather instructional materials and information to teach the target objectives. (The Behavioral Scale Activity Aide can be used for ideas.)

IV. Begin instruction with the resident.

A. The period of instruction may take days, weeks or months.

B. If one teaching activity fails, try others.

V. Continue instruction until it is felt that the resident can perform the objective characteristically.

VI. Give the BAT (Behavior Acquisition Test). If the resident receives a "yes" go on to a new objective. If he receives a "no" reteach to meet the objective.

VII. If the resident receives a "yes" on the BAT for a target objective, review the rest of the target objectives he has not yet met. Determine which of these would fall in most logical sequence after the one just completed, and begin instruction.

VIII. For observation, recording, and graphing of BAT's, see the next section.

BEST COPY AVAILABLE

BEHAVIOR ACQUISITION TEST (BAT)

The BAT is given when it is felt that a resident can perform an objective characteristically. This is usually after the student has received instruction on an objective over a period of time.

I. Observing

The procedure is similar to the procedure for IBL's.

A. Observe the resident for three (3) consecutive days.

B. The resident must perform the behavior characteristically all three days to receive a "yes".

1. If an objective is missed on the first day, it is an automatic "no" and need not be observed on the second or third days.

2. If the objective is missed on the second day, it is an automatic "no" and it is not necessary to observe further.

3. If the objective is missed on the third day, it is an automatic "no".

II. Recording

A. No recording is necessary if the student receives a "no" on the BAT.

B. If the student receives a "yes" on the BAT:

1. Locate the BAT column opposite the objective being tested.

2. Enter the date of the third day the resident was observed and your initials. (See the example at the bottom of the page)

III. After a BAT is given:

A. If a resident performs the objective characteristically and receives a "yes", determine the next target objective to be taught.

B. If a resident does not perform the behavior characteristically and receives a "no", reteach.

SELF-MANAGEMENT
51. Laundry

DATES TESTED IBL-6/12/72-dm

Objective Unreal	Real	Objective	IBL	BAT	MOB
	x	1. Can sort clothing	no	yes 3/9/73 dm	

GRAPHING BAT'S

Use the same procedure used to graph IBL's.

I. Locate the number and the title of the individual scale for the BAT on the graph.

II. Locate the number of the individual objective.

III. Shade the box in <u>with pencil</u>. (See the sample section of the graph below.)

SAMPLE SECTION OF GRAPH

		1	2	3	4	5	6	7	8	9	10
Grooming	49										
Clothes Selection	50										
Laundry	51										
Preparation of Ironing	52										
Ironing Simple Articles	53										
Basic Sewing Skills	54										

MAINTENANCE OF BEHAVIOR (MOB)
(6 & 12 Months)

Maintenance of Behavior tests whether or not the resident continues to perform an objective characteristically.

I. MOB's are done every 6, 12 and 18 months from the date the original IBL's were given to an entire population.

II. When a resident enters the program after the IBL's have been given, he is given the MOB's at the same time they are given to the other residents in the program.

III. Six or 12 month MOB:

A. Observing:

1. Observe <u>only</u> those behaviors which are rated as <u>realistic</u>.

2. The procedure is similar to the IBL procedure.

a. Observe the resident for three (3) consecutive days.

b. He must perform the behavior characteristically all three (3) days to receive a "yes".

GRAPHING OF MOB
(6 & 12 Months)

I. Follow general procedures used in graphing IBL's.

A. Locate the number and title of the scale on the graph.

B. Locate the number of the individual objectives.

C. Shade the box in with pencil.

II. MOB's which need to be reflected on the graph area:

A. If an IBL received a "no" but the MOB was "yes", shade the appropriate box in with pencil.

B. If an IBL received a "no" the BAT was "yes", but the MOB was "no" erase and circle the appropriate box. This will show that the student had attained the objective at one time, but has not continued to perform the objective characteristically.

C. If an IBL received a "yes", but the MOB was "no", erase and circle the appropriate box. This will show that the student had attained the objective at one time, but has not continued to perform the behavior characteristically.

III. When completed, the graph will reflect:

A. Behaviors which the student is performing characteristically;

B. Realistic objectives which the student has not yet attained, but will be expected to attain within the next 18 months;

C. Unrealistic objectives which the student will not be expected to attain within the next 18 months.

MAINTENANCE OF BEHAVIOR
(18 Months)

I. This is the third time MOB's are observed.

II. Observing:

A. Observe all objectives for all individual scales.

B. Observe one entire scale in the same time span.

C. Follow the same procedure used previously for observations.

1. The behavior must be observed on three (3) consecutive days to receive a "yes".

2. The student must perform the behavior characteristically on each of the three days.

a. Characteristically implies that the student performs the behavior naturally without any assistance from the staff.

b. Observation under normal conditions is very important. If the staff member assists the student in any way, the information recorded is not valid or is incorrect.

D. If an objective is missed on the first day, it is an automatic "no" and need not be observed on the second and third days.

E. If the objective is missed on the second day, it is an automatic "no" and it is not necessary to observe further.

F. If the objective is missed on the third day, it is an automatic "no".

III. Recording:

A. Mark "yes" or "no" in the MOB column for each objective.

B. When recording MOB's in the column, write MOB III for 18 months.

C. At the top of the page, on the date line, write MOB III, date that the observation was completed (in numbers) and your initials.

D. For those objectives receiving a "yes" for the third MOB, do not observe them again. If the student has continued to perform the objective characteristically over the three observations, he will most likely continue to do so. (See the sample scale on the following page.)

(1) If an objective is missed on the first day, it is an automatic "no" and need not be observed on the second or third days.

(2) If the objective is missed on the second day, it is an automatic "no" and it is not necessary to observe further.

(3) If the objective is missed on the third day, it is an automatic "no".

B. Complete the observations of MOB's and record.

1. Mark "yes" or "no" in the MOB column for each objective. (Be sure to leave space for two other entries.)

2. The MOB for six months is labeled MOB I, the MOB for 12 months is labeled MOB II, and the MOB for 18 months is labeled MOB III. When recording MOB in the column, write MOB I for six months, and MOB II for 12 months.

3. At the top of the page, on the date line, write MOB I or MOB II, date that the observation was completed (in numbers) and your initials. (See the following example for recording MOB's.)

HIGGINSVILLE STATE SCHOOL & HOSPITAL
BEHAVIORAL SCALE

NAME _____ AREA _____

SELF-MANAGEMENT
52. Preparation of Ironing Equipment
Setting up and taking down

DATES TESTED IBL-6/12/73-dm
MOB I-12/10/73-dm

Objective Unreal	Real	Objectives	IBL	BAT	MOB
	x	1. Can set up ironing board	yes		MOB I, yes
	x	2. Can remove iron from storage area	yes		MOB I, yes
	x	3. Can fill iron with proper amount of water	no		MOB I, yes
	x	4. Can plug in extension cord	yes		MOB I, yes
	x	5. Can plug in iron	yes		MOB I, yes

SAMPLE SCALE

NAME_____ AREA_____

SELF-MANAGEMENT
52. Preparation of Ironing Equipment--Setting up and Taking Down

DATES TESTED_____

Objective Unreal	Real	Objectives	IBL	BAT	MOB
	x	1. Can set up ironing board	yes		MOB I, yes MOB II, yes MOB III,yes
	x	2. Can remove iron from storage area	no	9/10/73 dm	MOB I, no MOB II, yes MOB III, yes
	x	3. Can fill iron with proper amount of water	yes		MOB I, yes MOB II, yes MOB III, yes

IV. Graphing MOB's

A. Follow general procedures used in graphing IBL's.

1. Locate the number and title of the scale on the graph.

2. Locate the number of the individual objectives.

3. Shade the box in with pencil.

B. MOB's which need to be reflected on the graph are:

1. If an IBL received a "no", the BAT was "yes" shade the appropriate box in with pencil.

2. If an IBL received a "no", the BAT was "yes", but the MOB was "no", erase and circle the appropriate box. This will show that the student had attained the objective at one time, but has not continued to perform the objective characteristically.

3. If an IBL received a "yes", but the MOB was "no", erase and circle the appropriate box. This will show that the student had attained the objective at one time, but has not continued to perform the behavior characteristically.

C. When completed, the graph will reflect:

1. Behaviors which the student is performing characteristically;

2. Realistic objectives which the student has not yet attained, but will be expected to attain within the next 18 months;

3. Unrealistic objectives which the student will not be expected to attain within the next 18 months.

REEVALUATION AFTER 18 MONTHS

I. Observing

Reevaluate realistic and unrealistic objectives.

A. Those objectives which were rated as unrealistic at the time the IBL was given need to be reevaluated. Ask the following questions:

1. Has the teaching of other objectives affected the objective being evaluated?

2. If so, is the objective now realistic for the resident to attain over the next 18 months?

B. Those objectives which were rated as realistic, but were not attained over the past 18 months used to be reevaluated. Ask the following questions:

1. Was the objective being evaluated used as a target objective, so that the student received instruction?

2. If not, the objective is still realistic and the student should be expected to attain it in the next 18 months with instruction.

II. Recording

A. If an objective is changed from realistic to unrealistic, erase the X in the realistic column and place an X <u>in pencil</u> in the unrealistic column.

B. If an objective is changed from unrealistic to realistic, erase the X in the unrealistic column and place an X <u>in pencil</u> in the realistic column.

III. Graphing

A. If an objective is changed from realistic to unrealistic:

1. Locate the title and the number of the individual scale on the graph.

2. Locate the number of the individual objective.

3. Place an X in the box <u>in pencil</u>.

B. If an objective is changed from unrealistic to realistic:

1. Locate the title and the number of the individual scale on the graph.
2. Locate the number of the individual objective.
3. Erase the X in the box.

SUMMARY OF PROCEDURE FOR USING THE BEHAVIORAL SCALE

1. Read the entire booklet.
2. Complete the Initial Behavior Level (IBL).
3. Complete the Realistic or Unrealistic Objectives.
4. Graph the Initial Behavior Level (IBL).
5. Determine the individual treatment program for each resident (intermediate and target objectives).
6. Instruct residents so that they will be able to meet objectives.
7. Complete Behavior Acquisition Test (BAT).
8. Graph the Behavior Acquisition Test (BAT).
9. Complete the Maintenance of Behavior for either the 6, 12 or 18 month period.
10. Graph the Maintenance of Behavior (MOB).
11. Reevaluation after 18 months.

GLOSSARY OF TERMS FOR THE BEHAVIORAL SCALE

A. General Terms

1. Long-Range Objectives are the final goal of the individual treatment program.

2. Intermediate Objectives are the titles of the individual scales stated in behavioral terms.

3. Target Objectives are the objectives in each individual scale.

4. Characteristically implies that the student performs the behavior naturally without assistance from the staff.

5. Observation implies watching a student to see if his behaviors meet the objectives within the scale.

6. Current Behaviors are those behaviors which the student can currently perform characteristically.

B. Self-Management (Cottage)

1. Attending is selection of and concentration on specific stimuli in the environment. Some level of attending is needed for the client to concentrate on the verbal demonstrations and assistance he will receive in learning other skills. Basic attending skills are covered in this scale from brief interest in objects, sounds, and persons to respondening to one's name.

2. Body Motor Skills are abilities to use one's muscles in purposeful movements. Control of the body's positions and movements is basic to many behaviors any individual needs to learn such as dressing, toileting, and moving around in one's home and community. This behavioral scale ranges from basic motor reflexes to sitting and crawling.

3. Body Motor Skills, a more advanced scale than the one preceding ranges from the basic motor skills of standing to the more advanced skills of climbing stairs and running.

4. Hand Motor Skills are the fine motor abilities of the fingers and hands that allow the individual to hold and use objects. Eye-hand coordination plays a part in the development of these movements. These are the skills that precede self-feeding, dressing and writing. This behavioral scale ranges from grasping to pouring.

5. Hand Motor Skills, the second scale, ranges into the more advanced skills including throwing objects to prewriting abilities.

B. Self-Management (Cottage)--continued

6. Toileting is the ability to handle one's own needs to eliminate and complete the bathroom routine. The skills involved in this behavioral scale range from eliminating in the toilet to anticipating the need and acceptably performing the behaviors involved.

7. Self-Feeding includes the preliminary skills of sucking, chewing, and swallowing that are necessary for eating without assistance. This behavioral scale ranges from sucking to feeding self with fingers.

8. Self-Feeding, the more advanced scale than the preceding, centers on eating without assistance. It involves learning a set of coordinated movements and the uses of utensils and dishes. It is useful at school or work and in the community. The behaviors of self-feeding include drinking, feeding self with utensils and the correct use of utensils.

9. Personal Hygiene is maintenance of a clean body by performing hygiene routines regularly. Cleanliness plays a part in the health of the individual as well as his acceptability to others. This behavioral scale covers the skills of bathing, care of hair, care of teeth and associated health and grooming practices.

10. Dressing is the ability to put on and take off one's clothes. This behavioral scale begins with the minimal amount of ability that is desirable (cooperation by the person being dressed) and advances to the ability to dress completely without assistance of others.

11. Clothes Selection is learning to choose clothes from one's own wardrobe. A person should choose clothes that look well on him and are suitable for the occasion and weather. This behavioral scale begins by identifying and choosing clothing--clean, pressed, and in good repair progressing to selections that fit well, are coordinated, and suitable for the situation.

12. Clothes Maintenance is learning to care for one's clothes. This behavioral scale covers distinguishing the suitable way to clean clothes, washing, and drying by machine and by hand, pressing items that require it, taking clothes to the dry cleaners, if appropriate, and caring for shoes.

13. Grooming is the enhancing of one's appearance. Styling hair, caring for nails, and applying makeup that suits the individual are important grooming skills. These skills play a part in personal appearance and acceptability to others. This behavioral scale includes care of hair and nails and use of makeup in a manner that is acceptable for the situation and is fashionable.

14. Posture involves holding and moving one's body in an acceptable manner. This behavioral scale includes learning to stand and sit erect, to walk with an acceptable gait, and to hold arms at one's sides.

15. Health Care includes simple first aide and preventative measures to maintain the body in sound condition. This behavioral scale includes recognition of injuries or developing illnesses, treating them or seeking treatment, obtaining regular examinations, and regulating weight.

16. Corrective Devices include braces, walkers, crutches, wheelchairs, glasses, hearing aids, and dentures as corrective devices that an individual may need. An individual should learn to use and regularly maintain them in good working condition. This behavioral scale covers wearing or using the device, putting it on, removing it, storing and caring for it.

C. Communication (Cottage)

17. Nonverbal Communication includes eye contact, gestures, and facial expressions. This behavioral scale includes establishing eye contact, using facial expressions, and gestures to communicate meaning and to support speech.

18. Verbal Communication is spoken sounds and words transmitting meaning to others. Speech and language skills play an important role in an individual's contact with his environment. This behavioral scale starts with babbling and deals with the ability to be understood and to communicate essential information.

D. Verbal Characteristics (Cottage)

19. Response to Social Environment - verbal characteristics are those aspects of speech that increase its intelligibility and its acceptability to others. These increase the chance that a person will be understood on the telephone and in person. The characteristics covered by this scale are loudness, rate, quality, pronunciation, and grammar.

Responding to the social environment means comprehending and responding to directions, questions, and statements. This aids a person in relating to others, in learning skills, and in following safety guidelines. This scale includes responding to "yes" and "no" commands, to series of directions, and to simple and complex questions.

E. Interpersonal Relations (Cottage)

BEST COPY AVAILABLE

20. Group Participation is interacting with others in a group and taking part in joint activities. It is a means of involving that individual in social interactions and his community. This behavioral scale ranges from participating in to occasionally leading group activities. The activities should be suitable for the individual's age group, that is children play with toys, play hopscotch, etc.; adults play cards, play ball, ping-pong, etc.

21. Care and Sharing of Property means learning to handle possessions responsibly in solitary or group activity at home, school, or at work. This behavioral scale includes identifying ownership of and caring for properly, sharing, and borrowing property within reasonable limits.

22. Interaction with Others includes the early behaviors involved in establishing contact with other persons. This is a prerequisite for more sophisticated forms of social involvement. This behavioral scale ranges from responding to others and imitating social activities, to interacting cooperatively with friends and cautiously with strangers.

23. Table Manners means courteous and considerate behavior at mealtime. An individual should learn the customs that are acceptable in his society concerning mealtime. This behavioral scale ranges from eating at a reasonable rate and without disturbing others, requesting and passing food, to contributing to the enjoyment of the meal by participating in agreeable conversation.

F. Environmental Structuring (Cottage)

24. Housekeeping is keeping one's room clean, making a bed, and cleaning the house. These skills may provide employment opportunities. This behavioral scale includes straightening rooms, making beds, and the general cleaning tasks necessary to maintain a clean, orderly living unit.

25. Home Management is management of a home or apartment including the small tasks that are part of living without assistance. This scale includes arranging possessions and furniture conveniently, adjusting heat and windows, changing fuses, and performing or arranging for simple repairs.

26. Meal Preparation is using kitchen utensils and appliances to cook and prepare meals. This is helpful in contributing to the work on one's household and may provide employment opportunities. This scale covers preparation of simple snacks, lunches, and meals and involves using basic utensils and appliances safely.

27. Serving Meals, arranging food on the table, and cleaning up after a meal, allows an individual to contribute to the work of his household. Such skills may also contribute to later employment opportunities. This scale includes setting and clearing tables, serving food, storing leftovers, and doing dishes.

BEST COPY AVAILABLE

G. Environmental Access (Cottage)

28. Budgeting is planning for common needs, setting a priority of needs and wants and saving money for larger purchases. This behavioral scale also includes evaluating prices of clothes, other items and repairs so as to buy those of adequate quality and those which are most suitable and useful for the individual at a reasonable price.

29. Purchasing covers the ability to buy needed and desired goods and services. These skills include those of purchasing personal items, household items and services, utilizing laundromats and using resources to obtain unusual purchases or services.

30. Community Activities covers the ability to use a variety of community resources. This allows one to enjoy entertainment, organized activities and programs with others or alone. This scale includes involvement in leisure activities at home and in public places, organized sports, group recreation and church activities.

31. Telephone Usage is the ability to communicate using the telephone. This is important for work, recreation, travel, handling emergencies and applying for jobs. This latter includes answering and conversing on the phone, placing local and long distance calls, relaying messages, answering questions, and using the yellow pages.

32. Media Usage is the ability to utilize newspapers, radio, and television. These provide information and entertainment for the individual who knows how to use them. Included in this scale are the operating skills of dialing and adjusting and the use of media for entertainment and desired information.

33. Community Orientation is being able to move about one's community. This allows a person to find places he needs and to travel, shop and attend community activities. This scale includes being able to find one's work or school center and areas within it, stores and services, agencies in cities for urban clients and in the local and nearby towns for rural clients.

34. Transportation is the ability to transport oneself independently from one location to another. This allows a person to have access to his community. Transportation may range from walking to using a wheelchair, to bicycles, city buses, taxi cabs, etc. This includes skills needed in a city and also in one's hometown and nearby towns, ranging from transporting oneself in the immediate neighborhood to the larger communities, utilizing city buses and taxi cabs. The use of city buses and taxi cabs may need to be simulated in small towns and supplemented by field trips to cities where the actual skills can be tried out.

35. Coping means adjusting to environmental circumstances and maintaining functional behavior during stress and crises, not necessarily solving the crisis. This behavioral scale includes coping with changes in routine, unfamiliar settings and other stress and crises. Every scale section has a coping scale following it.

H. Environmental Structuring (Academic)

36. Distinguishing Properties of Objects is the ability to identify properties of objects and differences in size, shape, color, and direction. This helps an individual to follow directions and to understand what he is told. This behavioral scale inclues identifying parts of the body, common objects, colors and shapes and distinguishing size, position and directional differences.

37. Basic Reading is the ability to read or recognize essential words and signs. This will aid a person when he is out in the community, shopping and using checking and savings accounts. Reading essential signs, reading simple messages and instructions, the reading involved in checking and savings accounts and in shopping are included in this behavioral scale.

38. Basic Math is learning simple adding and subtracting. This will be useful in shopping and handling checking and savings accounts. This scale ranges from counting to adding and subtracting three digit numbers. Some practice should be provided in the use of dollar and cent figures.

40. Advanced Math is learning simple multiplication and division. This scale ranges from multiplying and dividing one digit numbers to multiplying and dividing two and three digit numbers.

41. Time Management involves dealing with relative time periods, telling time from a clock or watch and planning time for work and relaxation. The ability to deal with units of time is basic to planning and handling the schedule involved in every day activities and employment. This scale ranges from identifying time periods in a day, week, and year and planning activities in these periods to telling time.

42. Currency Management is the ability to handle coins and dollar
43. bills. This is helpful in shopping, using commercial trans-
44. portation, and participating in many entertainment activities in the community. This scale includes understanding purposes of currency, identifying bills and coins, counting amounts needed for purchases and making change. Its range covers three (3) scales.

BEST COPY AVAILABLE

45. Checking Management is the ability to handle a checking account. This is a part of financial management which allows a person to handle and protect his own funds. This scale begins with recognizing that bank accounts contain one's own money and includes the operations of depositing and keeping records of transactions.

46. Eating Away From Home is dining at school or work, in friends' homes, or in restaurants. This latter covers eating and table manner skills at school or work and at restaurants, including ordering meals, paying and tipping.

47. Coping means adjusting to environmental circumstances and maintaining functional behavior during stress and crises, not necessarily solving the crisis. This behavioral scale includes coping with changes in routine, unfamiliar settings, and other stress and crises.

I. Self-Management (Homeliving)

48. Posture involves holding and moving one's body in an acceptable manner. This behavioral scale includes learning to stand and sit erect, to walk with an acceptable gait, and to hold arms at one's sides.

49. Grooming is the enhancing of one's appearance. Styling hair, caring for nails, and applying makeup that suits the individual are important grooming skills. These skills play a part in personal appearance and acceptability to others. This behavioral scale includes care of hair and nails and use of makeup in a manner that is acceptable for the situation and is fashionable.

50. Clothes Selection is learning to choose clothes from one's own wardrobe. A person should choose clothes that look well on him and are suitable for the occasion and weather. This behavioral scale begins by identifying and choosing clothing that is clean, pressed, and in good repair, progressing to selections that fit well, are coordinated, and suitable for the situation.

51. Laundry is learning to care for one's clothes. This behavioral scale distinguishes, washing, and drying by machine.

52. Preparation of Ironing Equipment--using ironing equipment is important in clothes maintenance. This behavioral scale covers operation and use of an iron, an extension cord, and an ironing board.

53. Ironing Simple Articles--ironing clothes is important to a neat and appropriate appearance. This behavioral scale covers ironing simple articles, choosing the correct heat setting, and folding or hanging articles properly.

54. Simple Repair Sewing of Garments--mending is important to clothes maintenance as is making simple articles of clothing. This behavioral scale covers mending of minor rips, sewing on buttons and using an easy pattern to make simple articles of clothing.

55. Knowledge of Basic Sewing Skills are important to clothes maintenance and making simple articles. This behavioral scale covers using equipment properly.

56. Recognition of Kitchen Equipment is basic for meal preparation. This behavioral scale covers the identification and purpose of simple kitchen appliances and utensils.

57. Operation and Use of Kitchen Equipment is basic for meal preparation. This behavioral scale covers the use and operation of simple kitchen appliances and utensils.

58. Prepare Simple, Personal Meals--preparing simple, personal meals is important to management of one's household. This behavioral scale covers preparing lunches, fruits, and operation of a stove.

59. Housekeeping is keeping one's room clean, making a bed, and cleaning the house. These skills may provide employment opportunities. This behavioral scale includes straightening rooms, and the general tasks necessary to maintain a clean, orderly living unit.

60. Serving Meals is arranging food on the table and cleaning up after a meal. This allows an individual to contribute to the work of his household. Such skills may also contribute to later employment opportunities. This behavioral scale includes setting and clearning the table, serving food and doing dishes.

61. Currency Management is the ability to handle coins and dollar bills. This is helpful in shopping, using commercial transportation and participating in many entertainment activities in the community. This behavioral scale includes understanding purposes of currency, identifying bills and coins, counting amounts needed for purchases, and making change.

62. Checking Management is the ability to handle a checking account. This is a part of financial management which allows a person to handle and protect his own funds. This behavioral scale begins with recognizing that bank accounts contain one's own money and includes the operations of depositing and keeping records of transactions.

63. First Aid includes simple first aid and preventative measures to maintain the body in sound condition. This behavioral scale includes recognition of injuries or developing illnesses and treating them or seeking treatment.

64. Safety is important to self-care. This behavioral scale includes safe operations of equipment and pedestrian safety.

65. Coping means adjusting to environmental circumstances and maintaining functional behavior during stress and crises, not necessarily solving the crisis. This behavioral scale includes coping with changes in routine, unfamiliar settings and other stress and crises.

J. Employment Skills (On-Grounds Jobs)

66. Orientation to Job means becoming familiar with and adapting to the work environment. An employee must be able to conform to the general routine at his place of employment. Further, he is more likely to stay there if he feels there are several

good things about working there beyond the paycheck. This behavioral scale starts with interaction with co-workers and moves to understanding valued employee benefits and displaying acceptable interview behavior.

67. Work Routine means performing the tasks necessary to set up, perform and clean up from the job. There are preparatory and concluding tasks surrounding most jobs that are important in becoming a valuable worker. This behavioral scale concerns an increasing scope of these "extra" tasks ranging from preparing the work station to cleaning the work area.

68. Work Persistence means sustaining effort throughout assigned work period in school or work center. To maintain employment student must perform the job steadily through usual work periods. This behavioral scale starts with working fifteen minutes on the job and proceeds to working all day.

69. Coping means adjusting to environmental circumstances and maintaining functional behavior during stress and crises, not necessarily solving the crisis. This behavioral scale includes coping with changes in routine, unfamiliar settings, and other stress and crises.

APPENDIX G

PASS-LEVEL SYSTEM

APPENDIX G

PASS-LEVEL SYSTEM

1. Regardless of pass-level status, students will earn and pay tokens on the cottage.

2. Students do not receive tokens for duties performed as a part of a court sentence unless otherwise specified in the court sentence.

3. Regardless of pass-level status, students will have the right to attend church, doctor appointments, or other emergency appointments, or other emergency appointments to which they may be called.

4. Students on a '0' level pass status will remain there for three (3) days. During this time, the student will carry a pass with a copy of his schedule. It is to be marked appropriate or inappropriate by his supervisor in each area according to the student's behavior. If a behavior is marked inappropriate, another day may be added on '0' level student will be made by the team at a later date. This decision was made because the staff felt it was ineffective for the students to remain on the cottage for '0' level.

5. When a student misplaces his pass, he drops one pass level until he finds the pass that he misplaced. If not found, he will proceed from that level.

6. When a student deliberately tears up a pass, he drops one pass level.

'0' LEVEL PASS STATUS GUIDELINES

A student is placed on the '0' level status for the following:

1. Running away.

2. Abuse of coeducational cottage activities or off-cottage activities.

3. When student is not in designated area, he automatically drops one pass level and this may result in placing the student on a '0' pass level.

4. If a student refuses to relinquish a pass, he drops to a '0' pass-level status.

5. A student on level I loses or does not have his pass drops to '0' level for three (3) days.

'0' LEVEL PASS STATUS:

1. Student receives no special privileges.

2. Student eats at the welfare table. He receives no dessert but a fruit or juice instead.

3. A student does earn tokens while on '0' level pass unless it has been specifically stated in a court sentence that his labor does not earn tokens.

4. Students on a '0' level pass status will remain there for three (3) days. During this time, the student will carry a pass with a copy of his schedule. It is to be marked 'appropriate' or 'inappropriate' by the supervisor in each area according to the student's behavior. If a behavior is marked 'inappropriate', another day my be added on '0' level. The decision of assigning a monitor to a particular '0' level student will be made by the team at a later date. This decision was made because the staff felt it was ineffective for the students to remain on the cottage for '0' level.

'0' LEVEL PASS STATUS GUIDELINES

All loses of passes to the '0' level pass status just have final approval of cottage supervisor or program consultant. This does not mean that the passes cannot be pulled until the supervisor or consultant can be reached.

LEVEL I PASS STATUS GUIDELINES

Students on this level will have no off-cottage activities except to school or job assignment or related special activities such as Special Olympic Practice or Basketball Practice. These latter activities are considered as a class activity for level I students.

All students on level I do not go home except in emergency cases such as family or other emergencies.

All students brought to E cottage will remain at level I for two weeks as a training or trial period. At the end of these two weeks, they will be awarded their level II pass.

Loss of Level I:

1. Student on level I loses or does not have his pass, he drops to a '0' level for three (3) days.

2. Student on level I will drop to '0' level if he goes on 48-hour welfare. He will begin working toward his next level the day he goes off 48-hour welfare.

Earn Level II from Level I:

1. Student has performed satisfactorily at level I for one week.
2. Student has been off of welfare for one week.
3. Student has not been fined for one week.

LEVEL I PASS STATUS GUIDELINES

Welfare from Level II:

If a student on level III is placed on regular or 48-hour welfare, he will go to level I until off of welfare then he will go to level II.

LEVEL II PASS STATUS GUIDELINES

Students at this level will have off-cottage privileges to school, job, canteen, and other off-cottage activities that do not conflict with his daily schedule.

Loss of Level II to Level I:

1. Not reporting to school.
2. No reporting to job assignment.
3. Exceeding 15 minutes maximum use of canteen privileges.
4. Any inappropriate behavior at any off-cottage activity.
5. Being placed on regular welfare or 48-hour welfare.
6. Not being in designated area.
7. Being fined for fighting.
8.
9.
10.

Earn Level III from Level II:

1. Student has performed successfully at Level II for one (1) month on the cottage.
2. Student has not been on welfare for one month.
3. Student has not been fined for one month.
4.
5.

LEVEL III PASS STATUS GUIDELINES

Students at this level will have off-cottage privileges to school, job, canteen, and other off-cottage activities.

Students at this level may go home on a bus and, with team approval, carry matches on their person.

Loss of Level III to Level II:

1. Not reporting to school.
2. Not reporting to job assignment.
3. Any inappropriate behavior fine.
4. Being placed on welfare.
5. Improper sign-in/out.
6. Not being in area designated on sign-out sheet.
7. Being fined for fighting.
8.
9.
10.

Loss of Level III to Level I:

1. Being placed on 48-hour welfare.
2.
3.

Loss of Level III by Being Placed on Welfare:

When placed on both regular or 48-hour welfare, the student goes back to Level I while he is on welfare, then to Level II when he goes off welfare.

APPENDIX H

PURCHASE REQUEST

APPENDIX H

PURCHASE REQUEST

DATE: _____ FUND: _____

DEPARTMENT: _____ CODE: _____

COTTAGE & WARD: _____ AWARD NO. _____

Quantity	Description	Unit Price	Total

Suggested Supplier:

_____

_____

_____

_____
Requested by

_____
Assistant Superintendent
(Administration)

APPENDIX I

SOFTWARE PURCHASES

1970-71

APPENDIX I

SOFTWARE PURCHASES

1970-71

Systems 80 programs	$2,608.19
SRA books	32.80
Math books	200.88
Workbooks	14.88
Handwriting books	45.90
Handwriting cards	16.95
Reading materials	24.50
Filmstrips	202.50
Pacemaker games	96.00
Ditto masters for perception programs	42.00
Books for Home Living	122.50
Math books	142.20
Reading books	16.35
Systems 80 programs	575.00
Science ditto masters	14.00
Reading books	53.76
Spiritmasters	5.14
Textbooks on jobs, etc.	21.05
Alphabet cards	6.75
Reading materials	27.05
Health books	29.68
Language master cards	12.00
Avidesk programs	1,325.00
	$5,635.08

APPENDIX J

SOFTWARE PURCHASES

1971-72

APPENDIX J

SOFTWARE PURCHASES

1971-72

Reading programs	$ 395.00
Math materials	43.95
Reading workbooks	45.00
Acetate overlays	32.40
Felt tip markers	6.24
Reading materials	191.34
Reading workbooks	47.70
Math books	160.00
Job training books	22.50
Math books	30.30
Math & English books	30.15
Reading books	28.50
Math books	13.00
Health books	29.68
Reading books	236.28
Reading books	46.10
Math materials	17.61
Math books	228.47
Math & Reading books	135.45
	$1,739.67

APPENDIX K

SOFTWARE PURCHASES

1972-73

APPENDIX K

SOFTWARE PURCHASES

1972-73

Math books	$ 9.95
Systems 80 programs	875.00
Time books	4.80
Books	10.31
Math books	10.44
Math books	3.46
Science books	61.61
Vocational books	40.69
Money books	40.50
Home Living books	1.26
Ditto masters	29.57
English books	22.51
Grooming and health books	30.73
Language master cards	24.81
Math books	40.81
Reading books	23.88
Overlays	48.60
Math programs	28.16
Science books	11.91
Money and job books	65.35
Social studies books	12.06
English books	45.37
Math books	8.85
Reading books	24.50
Math books	16.50
Language books	84.36
Money books	27.00
	$1,609.24